The UVA Wise Teacher Education Program CAEP Annual Accreditation Report

Date Submitted 5/2/2024
Reporting Date Range 9/1/2022-8/31/2023

Per 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 following information represents the annual report of the University of Virginia's College at Wise Teacher Education Program (TEP). The following measures are reported annually through the AIMS data collection site and available publicly at https://www.uvawise.edu/academics/departments/education.

Faculty within the UVA Wise TEP prepare the Annual Report to address the specific reporting measures. The information in the Annual Report does not represent a full program evaluation. Every 7 years, the TEP prepares a detailed and thorough accreditation report that contains information and evidence on all CAEP standards and program requirements for the Virginia program approval process. Therefore, the evidence presented highlights evidence that most closely represents and demonstrates a progression in the required measures. The UVA Wise current accreditation is scheduled to end on June 30, 2024.

UVA Wise Current CAEP Accreditation Status 2024: Fully Accredited

UVA Wise List of Reviewed Programs 2024:

Early Childhood	3 & 4 Year Old
Elementary Education	PK-6
Foreign Language-French	PK-12
Foreign Language-Spanish	PK-12
Health and Physical Education	PK-12
Library Media	PK-12
Music Education- Instrumental	PK-12
Music Education-Vocal/Choral	PK-12
Theatre Arts	PK-12
Special Education – General Curriculum	K-12
Engineering	6-12
English	6-12
History and Social Science	6-12
Mathematics	6-12
Science –Biology	6-12
Science – Chemistry	6-12
Science – Earth Science	6-12
Career and Technical – Business and Information Technology	
Drivers Education	
Mathematics – Algebra 1	

The UVA Wise 2024 Annual Reporting Group:

UVA Wise 2024 CAEP Annual Reporting Group (Competers for Years 1-3)					
Endorsement	**Level**	**Year 3 F2020-S2021**	**Year 2 F2021-S2022**	**Year 1 F2022-S2023**	**Totals**
Algebra 1	6--12	0	0	0	**0**
Career and Technical – Business and Information Technology	6--12	0	0	1	**1**
Drivers Education	6--12	0	0	0	**0**
Early Childhood	3&4 Yr	0	0	0	**0**
Elementary Education	PK-6	16	18	10	**44**
Engineering	6--12	0	0	0	**0**
English	6--12	1	1	1	**3**
Foreign Language-French	PK-12	0	0	0	**0**
Foreign Language-Spanish	PK-12	1	1	0	**2**
Health and Physical Education	PK-12	2	1	5	**8**
History and Social Science	6--12	4	5	5	**14**
Library Media	PK-12	0	0	0	**0**
Mathematics	6--12	0	0	0	**0**
Music Education- Instrumental	PK-12	0	0	1	**1**
Music Education-Vocal/Choral	PK-12	0	0	0	**0**
Science – Chemistry	6--12	0	0	0	**0**
Science – Earth Science	6--12	0	0	0	**0**
Science –Biology	6--12	0	0	0	**0**
Special Education – General Curriculum	K-12	3	2	4	**9**
Theatre Arts	PK-12	0	0	0	**0**
Totals		**27**	**28**	**27**	**82**

CAEP Accountability Measures 1-4

Measure 1: Completer Effectiveness and Impact on P12 Learning and Development

> *Standard R4.1 state that the provider documents that program completers effectively contribute to P12 student-learning growth and apply in P12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.*

The EPP measures the impact program Completers have on P12 learning and growth using multiple instruments at multiple times and evaluated by multiple evaluators. Considering the multitude of variables in measuring P12 learning, finding instruments that provide valid data which can be used to determine candidate preparedness and program quality is very difficult. However, after many trials, the EPP has identified the 27 instruments (noted in the Evidence Matrix below) and procedures that relate to the measurement of P12 learning/growth. While not all 27 items are included within the CAEP Annual Report, the three sources of evidence that provide the most valid and reliable data sources (Alumni Survey, Employer Survey, and the

Positive Impact on Student Learning Report) are expanded here. Experience demonstrates that our Completers are more likely to share P12 student learning data if there is a recognizable collection system and the collection timeline/purpose. In 2017, the EPP contracted with Watermark to use its software package Student Learning & Licensure to maintain, store, score, and report on EPP-created assessment instruments. The contract provides candidates with a seven-year membership. The seven-year membership is important because it begins when the candidate is in their second year at the College and will continue for three years after graduation/completion of the program. EPP faculty believed if we could get candidates acclimated to complete the evaluations in Watermark while they are students at UVA Wise, then they would be more likely to complete evaluations after graduation. The experience with the system would encourage evaluation completion. In addition to the software system, EPP faculty and members of the EPP Advisory Committee felt that completers would be more willing to share data if they were made aware of the evaluation schedule and purpose of the evaluations early in the preparation program.

UVA Wise Evidence Matrix for Standard 4					
	CAEP Standards	R4.1 Completer Effectiveness	R4.2 Satisfaction of Employers	R4.3 Satisfaction of Completers	**Totals**
	INTASC				
	Evidence				
1	Alumni Survey (Teaching Years 1,2,3)	X		X	2
3	Bristol Virginia Public School Agreement		X		1
4	CAEP Annual Report	X	X		2
5	Checkpoint System	X	X	X	3
8	Clinical Faculty Training Videos	X	X		2
10	Completer Survey (End of Internship)	X		X	2
11	Disposition Evaluation	X			1
12	e-Portfolio	X			1
17	EDU 4090 Foundations of Assessments	X			1
18	EDU 4090 Packets (Lesson Plan, Assessment, Reflection)	X			1
21	Employer Survey (Teaching Years 1,2,3)	X	X		2
22	Employment Milestones and Eligibility for Employment	X	X		2
25	EPP Advisory Committee Survey	X	X		2
30	Evidence Matrix	X	X	X	3
31	Exit Interviews (End of Teaching Internship)	X		X	2
32	GPA (Entrance and Exit)	X			1
33	Internship Experience Survey			X	1
34	Internship Observation Evaluation (Clinical	X			1
35	Internship Reflection Journal			X	1
38	Lesson Plan Evaluation	X			1
39	Lesson Plan Implementation Evaluation	X			1
40	Memorandum of Understanding (MOU)		X		1
42	P12 Assessment Scores	X			1
43	Paid Student Teaching Internships		X		1
44	Positive Impact on Student Learning Report	X			1
45	Praxis Core Math Assessment	X			1
46	Praxis Subject Area Assessments	X			1
47	Reading for Virginia Educators Assessment	X			1
48	Southwest Virginia Public Education Consortium		X		1
49	Student Teaching Internship			X	1
50	Summative Evaluation	X			1
55	VDOE Licensure Competencies	X			1
56	Virginia Communications and Literacy	X			1
57	Watermark Student Learning & Licensure	X			1
	Total Evidence by Standard		**R4 (34)**		
	Total Evidence by Sub-standard	**27**	**11**	**8**	

Note: *Not all components of evidence are reported during the Annual Report. A full report on each component is conducted as needed for Advisory meetings, specific reports, and accreditation site visits. The Employer Satisfaction Survey, the Completer Survey, and the Positive Impact on Student Learning are reported in the Annual Report.*

The UVA Wise Teacher Education Program (TEP) uses two Employer Surveys. One Employer Survey is an EPP-created assessment that is housed in Survey Monkey and one Employer Survey was developed by the Virginia Education Assessment Collaborative (VEAC) to reach a broader state-wide audience. Every April/May, the survey link is sent via email to building administrators where EPP completers have been employed for 1, 2, or 3 years. Building administrators are asked to evaluate completers using prompts that indicate their awareness of P12 student learning under the EPP completer guidelines. In 2024, employers returned 26 surveys on approximately 82 completers. The 31% return rate is a misleading percent as building administrators who have more than one UVA Wise Completer may submit a survey based on all of the UVA Wise Completers working in their schools. Administrators choose between 4 ratings: 1 point for Ineffective, 2 points for Emerging, 3 points for Target, and 4 points for Accomplished. Results from the survey indicate that candidates in all endorsement areas reached a target goal of 3 or higher out of a possible 4 points. The survey is sectioned in themes of professional competencies, evidence of growth, application of content, and performance standards. Within the themed sections, prompts were used as evidence of the completer's ability to promote growth in student learning. Prompts with the 3-year average cohort scores are noted as candidate content knowledge (3.4), knowledge of learner and learning (3.5), reflection of professional growth (3.4), impact on student learning (3.5), knowledge of academic standards (3.6), application of content and pedagogy (3.6), assessment of and for student learning (3.6), learning environment (3.5), P12 student growth and achievement (3.5). Results from the Employer Survey indicate that all candidates in all endorsement areas reached scores well above the 3.0 target values for each evaluative instrument.

Similar to the Employer Survey, the TEP uses two Alumni Surveys. The Alumni (Completer) Survey is administered by the UVA Wise TEP and the Virginia Education Assessment Collaborative (VEAC). The TEP Alumni Survey was created by the EPP and the second survey was created by the state-wise collaborative, VEAC. The EPP-created assessment is housed in Watermark Student Learning & Licensure. Every April/May, the EPP embarks on a search for completers from the last three years. The search is conducted by using social media accounts, word of mouth, reports from school administrators, self-reporting from completers, and reporting from the VDOE. Identifying and locating completers is sometimes a very difficult task. As a supplement to the EPP efforts, VEAC also administers an Alumni Survey state-wide in an attempt to reach a broader audience. With both surveys, information is emailed to completers for the first three years of employment. Completers are asked to self-evaluate using prompts that indicate their successes with P12 student learning. As noted above, the survey is administered each year in April/May. In 2024, completers returned 21 surveys out of approximately 82 completers.

Candidates choose between 4 ratings: 1 point for Ineffective, 2 points for Emerging, 3 points for Target, and 4 points for Accomplished. Results from the survey indicate that candidates in all endorsement areas reached a target goal of 3 or higher out of a possible 4 points. The survey is sectioned in themes of professional competencies, evidence of growth, application of content, and performance standards. Within the themed sections, prompts were used as evidence of completers' ability to create growth in student learning. Prompts with the 3 year average cohort scores are noted as candidate content knowledge (3.9), knowledge of learner and learning (3.2), reflection of professional growth (3.1), impact on student learning (3.8), knowledge of academic

standards (3.7), application of content and pedagogy (3.4), assessment of and for student learning (3.8), learning environment (3.2), P12 student growth and achievement (3.4). Results from the Alumni Survey indicate that all candidates in all endorsement areas reached scores above the 3.0 target values.

The Positive Impact on Student Learning Report is an excellent indicator of P12 learning and how completers are using the knowledge and pedagogical skills gained in the EPP in their respective P12 classrooms. Completers have a suitable understanding of the report and how to complete the report because they are required to submit a similar Positive Impact on Student Learning Report after the student teaching experience. Every EPP completer who can be located is asked to submit an impact report for each of their first three teaching years.

Instructions for the report are: Implement an assessment of a small group or a class, Describe the grade, subject, and child/student, conduct research to develop baseline knowledge, key elements, vocabulary, etc., Clearly list learning objectives (be sure to note College and Career Ready Standards if they are part of the lesson), Report on the instructional approach, Assure lesson plans address all learners, Apply evidence-based practice in teaching, Administer a pre-test and a 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 a 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, create remediation plans (if needed), Cite research evidence that informed decisions made in this report.

The Positive Impact on Student Learning Report results are individualized; therefore, reporting completer results into endorsement areas and by cohorts does not appear to offer the ability to make generalizations derived from the data. For example, one completer noted a 42% increase in the class average from the pretest to the post-test. Another candidate reported an 42.5% increase in the class average from the pretest to the post-test. The data could be construed to mean that all PK6 endorsement completers demonstrated P12 student learning and growth. The data could be construed to mean that completer knowledge and pedagogical skills learned in the preparation program are confirmed. Faculty in the EPP and EPP Advisory Committee are using the results from the Positive Impact on Student Learning Report as one part of many (Alumni Survey, Employer Survey, P12 Assessment Results) to make a holistic evaluation of R4.1 EPP Faculty and members of the EPP Advisory Committee seem to agree that results from the report combined with results from the Employer Survey are the most useful in completer and program evaluations.

The following sample Positive Impact on Student Learning Report reflects student learning in a UVA Wise Completer classroom.

Positive Impact on Student Learning Report Spring 2024

The University of Virginia's College at Wise Teacher Education Program

Teachers name: [redacted]		Date: 4/29/24	
School: Ridgeview Elementary School		Subject: Math	
Grade(s): 4th			

Student Learning Objectives (*What will students know or be able to do after the lesson*):

4.6 The student will a.) Add and subtract with decimals

Teacher Procedures (*How I am going to teach the lesson objectives*):

The teacher will guide the students to carefully align the decimals in the numbers they are working with. In case any number is missing digits at certain decimal places, the students should add zeroes to ensure all numbers have the same number of digits after the decimal point. This exercise will help the students to visualize and compare numbers more effectively as they work through problems involving decimal arithmetic.

How will the SLOs be assessed (teacher made test, observation, performance, etc.):

The students will be given a 10 question Google Classroom test.

Student Performance Results

Student Number	Pre-Test Score	Post-Test Score	Gain/Loss
1	30	90	60
2	60	100	40
3	40	70	30
4	20	60	40
Averages	37.5	80	42.5

Reflection (*Based on student data these are my thoughts on students understanding and my thoughts on my instructional effectiveness*)

Student Understanding of the Objectives:	The chart aboves shows that all students understood the obejctive once the teacher went over the material. The average gain was 42.5, which shows major growth.
My Instructional Effectiveness:	I believe my instructional effectiveness was above average due to the growth of the students averages.

Measure 2: Satisfaction of Employers and Stakeholder Involvement (Component R4.2)

> *The provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P12 students and their families.*

The UVA Wise TEP measures the satisfaction of employers and stakeholder involvement through multiple measures. One source of evidence for employer satisfaction is the data collected from the Employer Survey. Evidence of Stakeholder Involvement is demonstrated through the Advisory Board Agenda and the Clinical Faculty Training Agenda/Participation. Based on the following results, employers are satisfied with UVA Wise Completers, and stakeholder involvement remains a core component of the EPP.

Employer Satisfaction Survey

The Employer Satisfaction Survey is sent to the supervisor (Assistant Principal or Principal) where the Completer is employed for the first 3 years after completing the TEP. The supervisor is asked to complete the survey in April or May with the Completers name and the respective teaching experience year (Year 1, Year 2, or Year 3) noted on the survey. The survey utilizes a 4-point rating scale of accomplished (4), target (3), emerging (2), and ineffective (1).

UVA Wise must ensure that employers are satisfied with the 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.

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.

Employer Satisfaction Survey 2024

Accomplished = 4 Target = 3 Emerging = 2 Ineffective = 1	Year 3 (F2020-SP2021) Total completers 27, 6 returned surveys							Year 2 (F2021-SP2022) Total completers 28, 8 returned surveys							Year 1 (F2022-SP2023) Total completers 27, 12 returned surveys								3 Year Averages
	ENG	H&PE	HIS	PK-6	SPA	SPED		ENG	H&PE	HIS	PK-6	SPA	SPED		BUS	ENG	H&PE	HIS	MUS	PK-6	SPED		
	1	2	4	16	1	3	Completers	1	1	5	18	1	2	Completer	1	1	5	5	1	10	4	Completer	
Survey Question	0	0	0	5	0	1	# RETURNED	1	0	1	6	0	0	# RETURNED	0	1	2	2	0	5	1	# RETURNED	
Professional Competency																							
1. Content Knowledge				3.9			3.7				3.0			3.4						3.5		3.2	3.4
2. Knowledge of Learner and Learning				3.2			3.2				4.0			3.7						3.4		3.6	3.5
3. Planning & Instructional Practices				3.1			3.1				3.4			3.5						3.7		3.5	3.3
4. Professional Collaborative Activities & Co-Teaching				3.9			3.8				4.0			3.8						3.8		3.4	3.7
5. Interactions/Collaborations for Diverse Students				3.7			3.6				3.3			3.2						3.9		3.6	3.6
Evidence of Growth																							
6. Reflection of Professional Growth				3.1			3.2				3.7			3.6						3.7		3.6	3.4
7. Impact on Student Learning				3.8			3.8				3.5			3.5						3.3		3.2	3.5
Application of Content																							
8. Knowledge of Academic Standards				3.7			3.9				3.9			3.5						3.2		3.4	3.6
9. Application of Content and Pedagogy				3.4			3.5				3.8			3.5						3.3		3.7	3.6
College & Career Ready Standards																							
10. Skill & Commitment				3.3			3.3				3.9			3.7						3.3		3.4	3.4
11. Student Access				3.5			3.4				3.0			3.5						3.7		3.6	3.5
Use of Technology																							
12. Student Engagement & Learning				3.5			3.6				3.2			3.4						3.0		3.6	3.6
13. Enrichment of Professional Practice				3.1			3.2				3.0			3.3						3.8		3.5	3.3
Performance Standards																							
14.Performance Standard 4: Assessment of and for Student Learning				4.0			3.8				3.3			3.6						3.3		3.3	3.6
15. Performance Standard 5: Learning Environment				3.1			3.3				3.5			3.7						3.3		3.5	3.5
Performance Standards																							
16. P-12 Student Growth and Achievement				3.8			3.7				3.0			3.3						3.2		3.4	3.5
17. Comparison of overall preparedness to other institutions (new for 2019)				3.4			3.6				3.2			3.4						3.0		3.3	3.4
Cultural Competency																							
Graduates are aware that different cultures exist.				3.3			3.4				3.8			3.3						3.9		3.6	3.5
Graduates use their knowledge, awareness, and sensitivity to change behaviors, attitudes, and practices for better outcomes in relationships.				3.7			3.6				3.1			3.4						3.3		3.5	3.5
Graduates are aware that cultures are constantly changing.				3.2			3.4				3.5			3.5						3.6		3.4	3.4

82 completers, 63 located, 63 surveys sent, 26 returned surveys (special note* Surveys are collected through the month of May and will continue to increase)

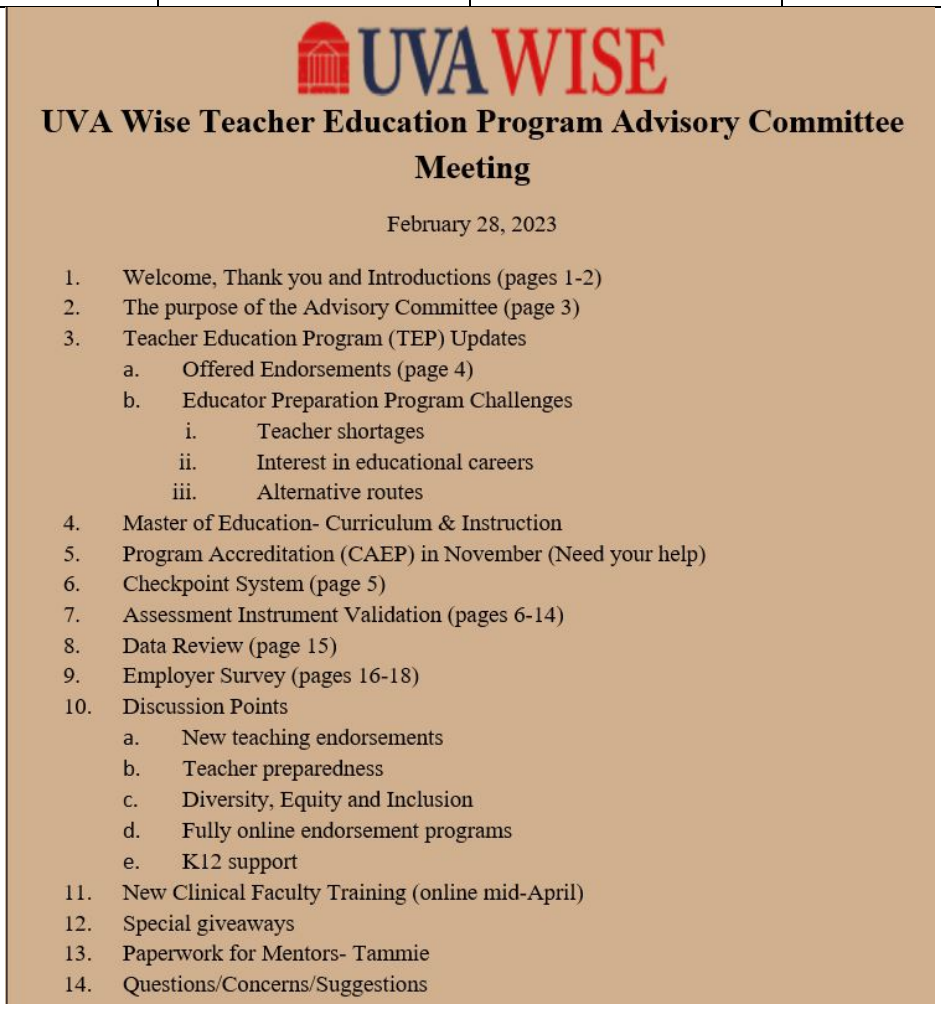
Endorsement Areas with 1 or 2 returned surveys are calculated in the averages. The actual values are hidden for privacy and student identification.

Stakeholder Involvement

UVA Wise is intentional about stakeholder involvement. Our campus is located in the southwestern part of Virginia where unpopulated land and small communities make up the college surroundings. Stakeholders are key to our mission and the college couldn't function without the support and involvement of stakeholders. The EPP is no different than the college as a whole, we rely on input and feedback from EPP stakeholders. Below is a table of stakeholder groups involved in EPP decision-making in over the past year. The table indicates the stakeholder name, makeup, purpose, and actions.

Stakeholder Name	Makeup	Purpose	Actions/Involvement
Teacher Education Admissions Committee	UVA Wise Faculty and Staff (from all disciplines)	Accept and review candidate applications in EEP. Conduct interviews of candidates. Recommend admittance, remediation, or deny entrance into EPP. Hear cases concerning the removal of candidates in the EPP.	Met (September, October, November, February, March, and April) Provided feedback on candidate quality and reviewed the removal of EPP members. Make recommendations to improve candidate quality and application processes.
UVA Wise Teacher Education Program Advisory Board (Agenda below)	Local P12 school superintendents, central office personnel, local P12 school administrators, UVA Wise faculty, and educational community members.	The purpose of the advisory committee is to provide an opportunity for leaders within the P12 school community to meet with the UVA Wise Education faculty to collaborate on issues related to teacher education and licensure	Suggest improvements to internships, mentor involvement, and validate assessment instruments.
Clinical Faculty Grant	UVA Wise Education Faculty, Local P12 educators	An annual grant provides resources to train and retrain local teachers to host and mentor student-teaching interns. Valid assessment instruments and offer suggestions for	Training in April/May reviewed and updated evaluation instruments that are used in the internship and for practicum hours.

		program improvements.	
Academic Affairs Review	UVA Wise Provost and Academic Dean	Annual Review of EPP using enrollment data, budget reviews, and requests for changes.	Successful program review and satisfactory rating. Moving forward with the proposal for a new teaching endorsement in Early Childhood Education.
Memorandum of Understanding (MOU)	UVA Wise EPP and Virginia School Districts	The purpose of the MOU is to indicate the College's intent to collaborate with Virginia School Districts and to provide a framework for hosting/mentoring teacher candidates	Updated MOUs



UVA WISE

UVA Wise Teacher Education Program Advisory Committee Meeting

February 28, 2023

1. Welcome, Thank you and Introductions (pages 1-2)
2. The purpose of the Advisory Committee (page 3)
3. Teacher Education Program (TEP) Updates
   a. Offered Endorsements (page 4)
   b. Educator Preparation Program Challenges
      i. Teacher shortages
      ii. Interest in educational careers
      iii. Alternative routes
4. Master of Education- Curriculum & Instruction
5. Program Accreditation (CAEP) in November (Need your help)
6. Checkpoint System (page 5)
7. Assessment Instrument Validation (pages 6-14)
8. Data Review (page 15)
9. Employer Survey (pages 16-18)
10. Discussion Points
    a. New teaching endorsements
    b. Teacher preparedness
    c. Diversity, Equity and Inclusion
    d. Fully online endorsement programs
    e. K12 support
11. New Clinical Faculty Training (online mid-April)
12. Special giveaways
13. Paperwork for Mentors- Tammie
14. Questions/Concerns/Suggestions

UVA Wise CAEP Accreditation Visit Notes
September 19, 2023
TEP Advisory Team

1. Welcome
2. Accreditation-CAEP advances equity and excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.
3. The Standards:
    a. Standard 1: Content and Pedagogical Knowledge
    b. Standard 2: Clinical Partnerships and Practice
    c. Standard 3: Candidate Recruitment, Progression, and Support
    d. Standard 4: Program Impact
    e. Standard 5: Quality Assurance System and Continuous Improvement
4. Our virtual visit is scheduled for November 13 & 14. They will meet with current students, students in the TEP (candidates), alumni, education faculty, mentors (clinical faculty), TEP Advisory Board Members, K12 administrators, and campus support.
5. Vocabulary (completers, candidates, EPP, clinical faculty, partners)
6. Checkpoint system
7. What type of questions should you expect as the Advisory Board?
    a. What is the purpose of the board?
    b. What role does the board play in the TEP?
    c. What type of data is shared at the advisory board meeting?
    d. Validation of evaluation instruments
    e. Issues, needs, requests, how to make things better
8. More to come as we get closer to visit
9. Questions

Measure 3: Competency at Completion (R3.3 and R3.4)

The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through the application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought. Multiple measures are provided

and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant to the EPP's mission.

The UVA Wise TEP measures candidate competency at completion using multiple measures such as Licensure Exams and EPP created assessments. With each measure, candidates must meet satisfactory performance levels to complete the UVA Wise TEP.

Licensure Exams

The Virginia Department of Education (VDOE) along with the Virginia Board of Education (VBOE) require a passing score on prescribed assessments. The specific test(s) that are required vary depending on the endorsement but all candidates must reach a passing score on the Virginia Communications and Literacy Assessment (VCLA).

100% of UVA Wise Completers passed all licensing exams for the state of Virginia. The pass rate for assessments required for specific endorsements (Praxis II, VCLA, RVE) is 100%.

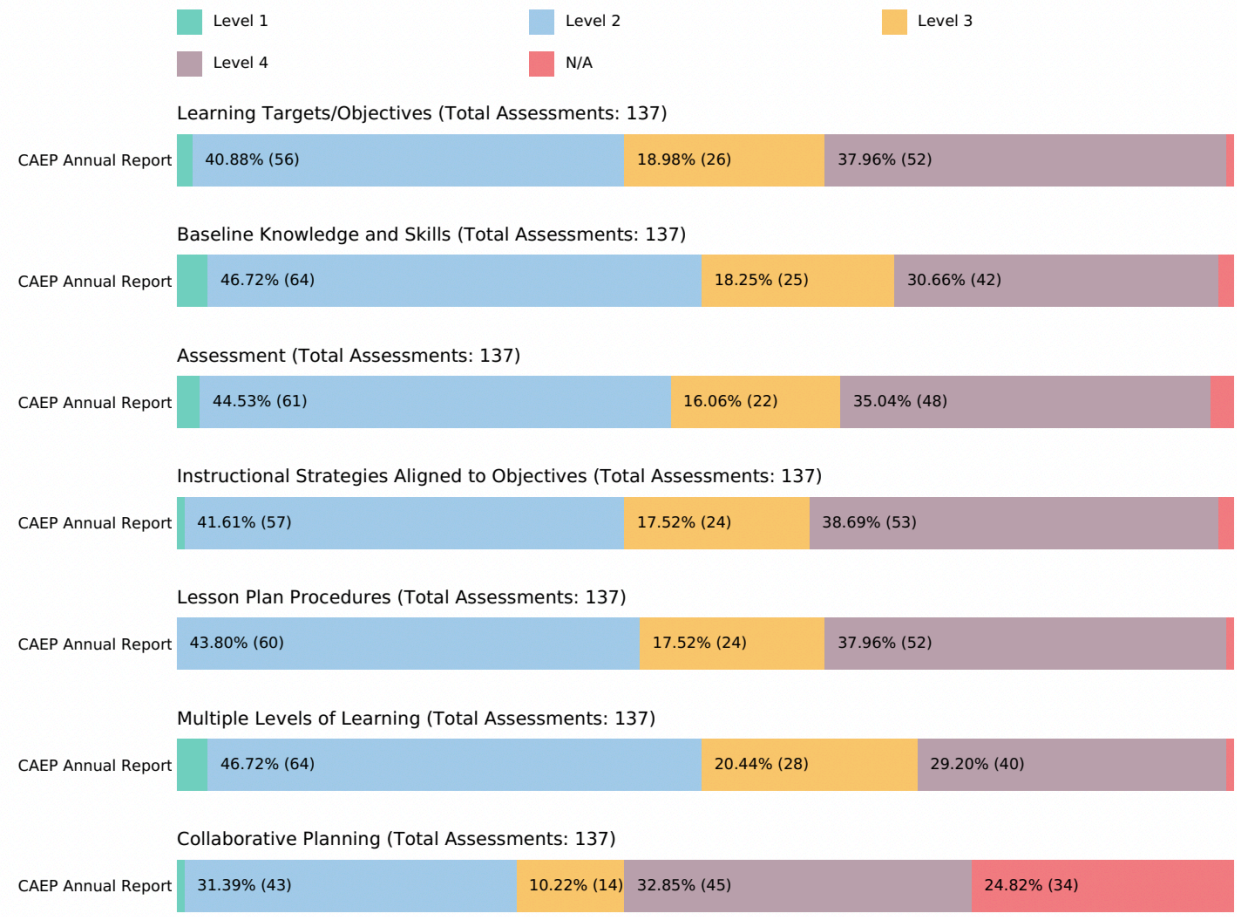
EPP Created Assessments

Data results from the Summative Evaluation and the Disposition Evaluation indicate completers are competent in areas such as Learning Targets and Student Objectives, Knowledge and Skills, Use of Assessments, Instructional Strategies, Lesson Plans, Diverse Learners, and Collaborative Planning.

Lesson Plan Development Assessment

The Lesson Plan Evaluation provides information about EPP candidates at the end of the internship. The Lesson Plan Evaluation is completed by the college supervisor and the mentor teacher. The table below reflects the score from the college supervisor and mentor teacher. The survey utilizes a 4-point rating scale of accomplished (4), target (3), emerging (2), and ineffective (1).

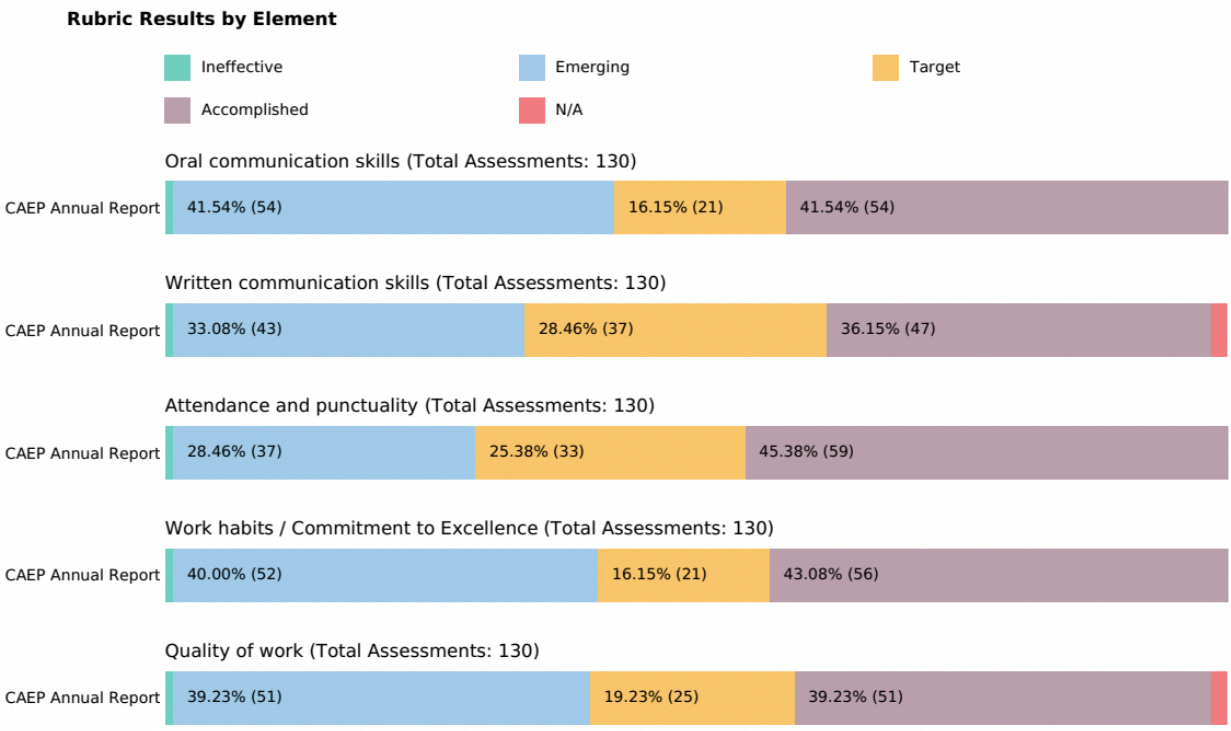
Lesson Plan Development Assessment Results

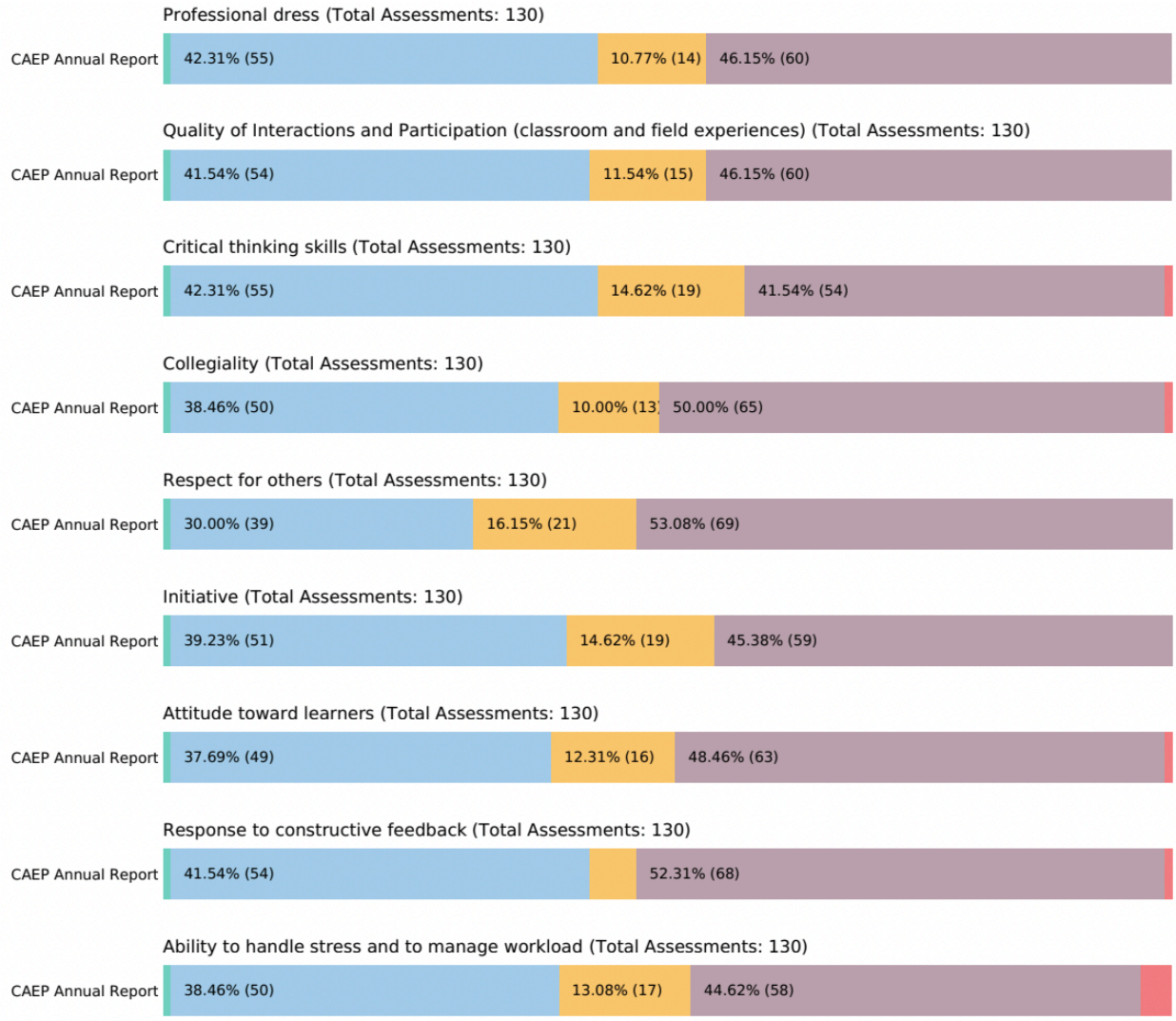


Disposition Assessment

All completers of the EPP are evaluated on dispositions. College faculty and mentor teachers are charged with the responsibility of evaluating not only the academic achievement of these students but also their "professional dispositions" for teaching. These dispositions are often defined as patterns of behavior and habitual tendencies that impact students, colleagues, and the school environment in general.

Dispositions Assessment Results





Measure 4: Ability of completers to be hired in education positions for which they have prepared

100% of UVA Wise Completers can be hired in education positions for which they have completed program requirements.

Employment Milestones

At UVA Wise, we consider employment milestones in three ways: hired on a full-time contract, retained from one year to the next, and awarded a continuing contract (typically referred to as Tenured).

In Virginia, a probationary term of service of three years in the same school division shall be required before a teacher is issued a continuing contract. During the probationary period, such probationary teachers shall be evaluated annually based upon the evaluation procedures developed by the employing school board for use by the division superintendent and principals in

evaluating teachers as required by subsection C of § 22.1-295. A teacher in his/her first year of the probationary period shall be evaluated informally at least once during the first semester of the school year. The division superintendent shall consider such evaluations, among other things, in making any recommendations to the school board regarding the nonrenewal of such probationary teacher's contract as provided in § 22.1-305.
(https://law.lis.virginia.gov/vacode/title22.1/chapter15/section22.1-303/)

*Employment Milestones**

UVA Wise 2024 Employment Milestones											
Endorsement	Year 3 F2020-S2021 Completers	Hired	Retiained	Year 2 F2021-S2022 Completers	Hired	Retianed	Year 1 F2022-S2023 Completers	Hired	Total Completers	% of Completers Hired	% of Completers Retained
Career and Technical – Business and Information Technology	0	0	0	0	0	0	1	0	1	0%	NA
Elementary Education	16	12	11	18	13	12	10	7	44	73%	92%
English	1	1	1	1	1	1	1	1	3	100%	100%
Foreign Language-Spanish	1	1	1	1	1	1	0	0	2	100%	100%
Health and Physical Education	2	1	1	1	0	0	5	4	8	63%	100%
History and Social Science	4	2	2	5	3	2	5	4	14	64%	80%
Music Education- Instrumental	0	0	0	0	0	0	1	1	1	100%	NA
Special Education – General Curriculum	3	3	3	2	1	1	4	4	9	89%	100%
Totals	**27**	**20**	**19**	**28**	**19**	**17**	**27**	**21**	**82**	**73%**	**95%**

*The retained values can be misleading. If a Completer didn't begin working in their first year, they could be beginning their first-year teaching in year 2 or year 3. The data above would show they were not retained because this is their first teaching.