

The UVA Wise Teacher Education Program CAEP Annual Accreditation Report

Date Submitted 4/21/2021

Reporting Date Range 9/1/2019-8/31/2020

In accordance with 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 2021 Annual Reporting Group:

2021 CAEP Annual Reporting Group			
	Year 3	Year 2	Year 1
	9/1/17- 8/31/18 (F 17 - SP 18)	9/1/18- 8/31/19 (F 18 - SP 19)	9/1/19- 8/31/20 (F19 - SP20)
	Completers	Completers	Completers
PK-6	18	16	15
K-12 SPED	11	6	4
6-12 Business	0	0	1
6-12 Biology	1	1	2
6-12 English	4	1	1
6-12 History	1	3	3
6-12 Math	1	2	1
6-12 Chemistry	0	0	1
PK-12 Music	1	0	2
PK-12 Library	0	0	1
PK-12 H&PE	6	3	3
PK-12 Theatre	1	0	0
Total	44	32	34

Special Notice for 2020

On March 23, 2020, Virginia's Governor Ralph Northam ordered all K-12 schools in Virginia to close for the remainder of the year (<https://www.governor.virginia.gov/newsroom/all-releases/2020/march/headline-855292-en.html>) in response to the continued spread of COVID-

19. Schools did not open again for the remainder of the 2019-2020 academic year for in-person classes. K12 teachers offered an array of online instructional opportunities for students but this process had a dramatic impact on the TEP to collect data on Completers.

Impact Measures 1-8

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 measures the impact our program Completers have on P-12 learning and development using multiple instruments. Considering the multitude of variables in measuring P-12 learning, the UVA Wise TEP has instituted a series of evaluation instruments at key points during the program to document P-12 student learning/growth as evidence for CAEP Standard 4.1. For the Annual Report, evidence on the impact on student learning is demonstrated through the [Completer Survey](#) and the [Positive Impact on Student Learning Report](#) over 4 points of time: when candidates are within the last few weeks of the internship, and at the conclusion of teaching years one, two, and three.

We view student learning/growth as the amount of academic gain a student has made between two points in time (Positive Impact Report) and/or using a self-evaluation (Completer Survey). In most of our comparisons, student growth is measured from a point in time when a pre-test is given to a second point in time when a post-test is administered. We also report P-12 learning by using Completers own self-evaluation ratings.

**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

**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 is reported in the Annual Report.*

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 is implemented annually in April/May. The survey utilizes a rating scale of accomplished, target, emerging, and ineffective. Results of the survey are shown in the table below. Based on results from 2021, Completers reached scores between the target and accomplished levels.

Completer Survey 2021																																
Reporting Date Range 9/1/2019-8/31/2020																																
Accomplished =4 Target =3 Emerging =2 Ineffective =1	(F17 - SP18) End of 3rd Year Teaching								(F18 - SP19) End of 2nd Year Teaching								(F19 - SP20) End of 1st Year Teaching								3 Year							
	Total completers 44, surveys representing 13 collected								Total completers 32, surveys representing 15 collected								Total completers 34, surveys representing 13 collected								Averages							
	PK-6	H&PE	MUS	SPED	THI	ENG	MTH	HIS	BIO	Completers/Returned	PK-6	H&PE	MUS	SPED	ENG	BIO	MTH	HIS	Completers/Returned	PK-6	H&PE	MUS	BUS	SPED	LIB	BIO	CHE	ENG	HIS	MTH	Completers/Returned	
	18	6	1	11	1	4	1	1	1	44	16	3		6	1	1	2	3	32	15	3	2	1	4	1	2	1	1	3	1	34	110
Survey Question	6	1	1	4		1				13	9	1		2	1		1	1	15	7	1			1				1	2	1	13	41
Evidence of Growth																																
6. Reflection of Professional Growth	3.6	3.7		3.5						3.6	3.6			3.5					3.6	3.4									3.5		3.5	3.5
7. Impact on Student Learning	3.5	3.7		3.5						3.6	3.3			3.5					3.4	3.2									3.5		3.4	3.4

Positive Impact on Student Learning Reports

Teacher candidates enrolled in the student teaching internship are required to complete Positive Impact on Student Learning Reports. Program Completers are asked to submit a Positive Impact on Student Learning Report at the conclusion of the internship and for the first 3 years after completing the UVA Wise TEP.

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 collect evidence on teacher effectiveness and student learning which can be used as an indicator of TEP effectiveness.

Candidates and Completers are required/requested to:

- Implement an assessment of a small group or a class
- Describe the grade, subject, and child/student
- Coordinate with a 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 the 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

Examples of the Positive Impact on Student Learning Report for Year 1, Year 2, and Year 3 Completers are reflected below.

YEAR 3 Completer Sample

Positive Impact on Students Learning School: Norton Elementary School
Sub'ect: Math

Standards of Learnin Addressed: SOL 1.5 Mathematics - The student will recall basic addition facts with sums to 18 or less

Ob'ective for the dail Lesson Plan: The student will be able to

- Use a number line to add and show their work/hops;**
- Identify and circle the greater number in a number sentence;**
- Recall and identify the three steps in correct order on how to add single-digit numbers using a number line;**

Methods to Assess Student Gains in Achievement: The students will be given a pre-test at the beginning of the week to assess prior knowledge of addition with a number line. The teacher will teach how to identify the greater number in a number sentence. The teacher will use a human number line to teach number line addition. The teacher will allow students to use the human number line and a dry erase number line to complete the number line addition worksheet. The teacher will explain the three steps to remember when using a number line to add and have each student recall these steps orally before the class is over. Once the week/unit is over the teacher will give a post test on addition with a number line.

Documentation of Student Learnin : The students were given a pre-test at the beginning of the week to assess their prior knowledge as these concepts were introduced in earlier grades. The pre-test consisted of a worksheet where the students were asked to circle the greater number in a number sentence, circle correct steps to use in order when using a number line to add, write the correct answer to single-digit number sentences, an show their work when answering the number sentence. At the end of the week, were given a post-test to determine gains of knowledge. The pre-test and post-test were identical. Grades were as follows in the chart:

Student	Pre-test Score	Post-test Score	Gain/Loss
1	70	95	+25
2	85	100	+15
3	65	88	+23
4	30	58	+28
5	75	90	+15
6	80	90	+10
7	85	100	+15
8	75	100	+25
9	75	100	+25
10	55	78	+23

Student	Pre-test Score	Post-Test Score	Gain/Loss
11	75	87	+12
12	85	100	+15
13	75	88	+13
14	70	90	+20
15	91	100	+9
16	75	100	+25
17	80	100	+20
18	88	100	+12
19	80	100	+20
20	55	78	+23
21	91	100	+9
22	88	100	+12
23	80	90	+10
24	75	97	+22
25	85	100	+15
26	75	95	+20
27	80	100	+20
28	50	77	+27

The chart above describes all twenty eight students with no disabilities and their gains in the concept on addition using a number line. All students increased their test scores from the pre-test to post-test. The highest gain was 27 points, and lowest gain was 9 points. Student number 28 had the greatest gain of 27 points. This student previously had trouble doing addition on her fingers or in her head. After hands on activities and lots of practice, this student was able to show progress to completely understanding addition using a number line. This student also had a pretty low pre and post test score. This student is currently being tested for special education and will sometimes will switch her 9 and 6's. This student did however learn a great deal of material from pre-test to post-test which is evidence by 27 point gain. Students 15 and 21 scored the highest on the pre-test and post-test. These students had a good understanding on how to add just not using the number line technique. 14 students made a perfect score on the post-test.

YEAR 2 Completer Sample

Positive Impact on Student Learning

School: St. Paul Elementary School

Subject: Math- Pre- Algebra

Standard of Learning Addressed:

SOL 8.9 A and B

- ❖ Determine the measure of a side of a right triangle, given the measures of the other two sides.
- ❖ Determine whether a triangle is a right triangle given the measures of its three sides.
- ❖ Verify the Pythagorean Theorem, using diagrams, concrete materials, and measurement.
- ❖ Solve practical problems involving right triangles by using the Pythagorean Theorem.

Objective for Daily/weekly lesson plans:

- Given a right triangle, the student will use the Pythagorean Theorem formula and determine whether it is a right triangle.
- Given a word problem, the student must label a right triangle and solve for the missing length.
- Given two sides of the right triangle and using the Pythagorean Theorem formula, the student will find the missing length.

Methods to Assess Student Gains in Achievement: The students will be given a pre-test at the beginning of the week to assess prior knowledge of Pythagorean Theorem. The teacher will teach students the formula to use for Pythagorean Theorem, which is $a^2 + b^2 = c^2$. The teacher will give the student a triangle and the student must determine if the triangle is a right triangle or not. The teacher will label a triangle and the student must determine what side is missing (leg or hypotenuse). The teacher will give a student a word problem and the student must determine what side is missing. After each lesson the student will complete a few workbook pages out of the workbook that 8th grade math uses at St. Paul Elementary School. Each of the sections include: determine if the triangle is a right triangle, determine the missing side length, and solving practical word problems.

Documentation of Student Learning: The students were given a pre-test at the beginning of the lesson to assess their prior knowledge and where we needed to focus the teaching on. The pre-test consisted of triangles that were presented with the triangle labeled, where the students had to construct the triangle, and determine the missing side length from the triangle. Of the group tested, grades ranged from 10%(three students) to 40%(two students). The students struggled with all different types of questions on Pythagorean Theorem because this is the first time the students have been introduced to this type of math. The students were first given formal definitions and formulas used in finding Pythagorean Theorem through notes. The students were given different triangles where all three-side lengths were given and the students had to prove whether it was a right triangle or not. Also, the students were given two side lengths and had to determine what the missing side length was. The students would have to label the triangle with the

words leg or hypotenuse. Finally, the students have to solve practical word problems and sketch a right triangle with the corresponding words. At the end of the unit a posttest was given to determine the student growth. The results are shown in the following table:

Student	Pretest	Posttest	Student Gain	Loss
1	25	80	+55	
2	30	75	+45	
3	20	90	+70	
4	35	85	+50	
5	10	75	+65	
6	10	70	+60	
7	20	85	+65	
8	35	80	+45	
9	25	75	+50	
10	30	80	+50	
11	40	95	+55	
12	40	100	+60	
	26.6	82.5	55.8	

The chart describes the class of 7th grade students taking 8th grade math and their gains in the concept of Pythagorean Theorem. The largest gain was shown by two students which was 65 point gain. The lowest gain from two students was 45 points. All students improved their scores drastically after the lessons that were taught with this lesson. Most of the lessons were worked with the workbook that was given to all of the students in the Pre-Algebra class.

YEAR 1 Completer Sample

Positive Impact on Student Learning

School: Wise Primary

Subject: Health and Physical Education

Objective for daily/weekly lesson plans:

- Students will be able to identify between a straight, curved, and zig-zag line and demonstrate how to walk along a straight, curved, and zig-zag line by following along different lines of the floor while maintaining balance.

Methods to Assess Student Gains in Achievement: Students will be assessed informally through a formative assessment by using observations. Ten students will be chosen for observation before the lesson begins. Students will be observed on their ability to walk along a straight, curved, and zig-zag line while maintaining balance. Students will also be assessed on their ability to identify a straight, curved, and zig-zag line. The assessment will consist of ranking the students on a scale of 0-3 (0 being not at all, 1 being up to half of the time, 2 being most of the time, and 3 being all of the time). The ranking will consist of the student's ability to meet the given objectives.

Documentation of Student Learning:

The students were visibly observed and ranked throughout the lesson on their balance, demonstration, and identification of a straight, curved, and zig-zag line. Observations were as follows in the chart:

<u>Student</u>	<u>Balance</u>	<u>Demonstration</u>	<u>Identification</u>	<u>Totals</u>
1	2	3	0	55%
2	1	1	1	33%
3	2	3	1	66%
4	1	2	2	55%
5	2	3	1	66%
6	1	2	0	33%
7	1	1	1	33%
8	2	3	0	55%
9	2	2	0	44%
10	3	3	1	77%
Average:	57%	77%	23%	52%

The chart above describes student learning by totaling their ranking of observation. The average shows a 52% learning rate between these 10 students. The lowest objective met was the students' ability to identify the different pathways which scored a 23%. This is an area of improvement for all students that would need further focus. Overall, the psychomotor skills proved that learning occurred with percentages above the average. In conclusion, I would continue to work on the student's ability to identify a straight, curved, and zig-zag pattern through different activities.

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 teaching effectiveness at multiple checkpoints and through several instruments. As reflected in the table below, data is collected using multiple instruments during the first three years of completing the preparation program. Specifically for the Annual Report, data collected from the Employer Survey and the Completer Survey provide evidence that UVA Wise Completers are effective educators.

Evidence for CAEP Standard 4.2 (Indicators of Teaching Effectiveness)*
1. UVA Wise Education Program Checkpoints to Monitor P-12 Student Growth 2. <u>Employer Satisfaction Survey</u> 3. <u>Completer Survey</u> 4. Positive Impact on Student Learning Report

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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 is implemented annually in April/May. The survey utilizes a 4-point rating scale of accomplished (4), target (3), emerging (2), and ineffective (1). Results of the survey are shown in the table below.

Employer Survey 2021																														
Reporting Date Range 9/1/2019-8/31/2020																														
Accomplished = 4 Target = 3 Emerging = 2 Ineffective = 1	(F17 - SP18) End of 3rd Year Teaching									(F18 - SP19) End of 2nd Year Teaching									(F19 - SP20) End of 1st Year Teaching									3 Year Averages		
	Total completers 44, surveys representing 9 collected									Total completers 32, surveys representing 8 collected									Total completers 34, surveys representing 6 collected											
	PK-6	H&PE	MUS	SPED	THT	ENG	MTH	HIS	BIO	PK-6	H&PE	MUS	SPED	ENG	BIO	MTH	HIS	PK-6	H&PE	MUS	BUS	SPE D	LIB	BIO	CHE	ENG	HIS		MTH	
	18	6	1	11	1	4	1	1	1	16	3		6	1	1	2	3	15	3	2	1	4	1	2	1	1	3		1	44
Survey Question	5	1		2		1			7			1				4				1					1		9	8	6	110
Professional Competency																														
1. Content Knowledge	3.4			3.3					3.3						3.7												3.4	3.3	3.5	
2. Knowledge of Learner and Learning	3.1			3.7					3.3						3.7												3.2	3.3	3.5	
3. Planning & Instructional Practices	3.2			3.1					3.4						3.5												3.2	3.4	3.4	
4. Professional Collaborative Activities & Co-Teaching	3.7			3.8					3.6						3.4												3.7	3.6	3.6	
5. Interactions/Collaborations for Diverse Students	3.4			3.2					3.1						3.6												3.4	3.1	3.3	

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 is implemented annually in April/May. The survey utilizes a 4-point rating scale of accomplished (4), target (3), emerging (2), and ineffective (1). Results of the survey are shown in the table below.

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	PK-6	H&PE	MUS	SPED	THT	ENG	MTH	HIS	BIO	PK-6	H&PE	MUS	SPED	ENG	BIO	MTH	HIS	PK-6	H&PE	MUS	BUS	SPE D	LIB	BIO	CHE	ENG	HIS		MTH		
	18	6	1	11	1	4	1	1	1	16	3		6	1	1	2	3	15	3	2	1	4	1	2	1	1	3		1	44	32
Survey Question	6	1	1	4		1			9	1		2	1		1	1	7	1			1				1	2	1	13	15	13	41
Professional Competency																															
1. Content Knowledge	3.3	3.7		3.6					3.6			3.9			3.8												3.4	3.3	3.5		
2. Knowledge of Learner and Learning	3.4	3.7		3.7					3.6	3.3		3.5			3.4												3.4	3.4	3.5		
3. Planning & Instructional Practices	3.5	3.3		3.7					3.5	3.4		3.5			3.5												3.5	3.6	3.5		
4. Professional Collaborative Activities & Co-Teaching	3.2	3.9		3.4					3.5	3.5		4.0			3.8												3.2	3.8	3.6		
5. Interactions/Collaborations for Diverse Students	3.4	3.2		3.3					3.3	3.3		4.0			3.7												3.4	3.7	3.5		

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

The UVA Wise TEP measures the satisfaction of employers through multiple measures. One source of evidence for employer satisfaction is the data collected from the Employer Survey. Employment milestones are measured based on hire date, contract renewal, and tenure. Based on the following results, employers are satisfied with UVA Wise Completers and employment milestones are being met.

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 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 Survey 2021																																																									
Reporting Date Range 9/1/2019-8/31/2020																																																									
Accomplished = 4 Target = 3 Emerging = 2 Ineffective = 1	(F17 - SP18) End of 3rd Year Teaching									(F18 - SP19) End of 2nd Year Teaching								(F19 - SP20) End of 1st Year Teaching								3 Year Averages																															
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	PK-6	H&PE	MUS	SPED	THT	ENG	MTH	HIS	BIO	Completers /Returned	PK-6	H&PE	MUS	SPED	ENG	BIO	MTH	HIS	Completers /Returned	PK-6	H&PE	MUS	BLUS	SPE D	LIB		BIO	CHE	ENG	HIS	MTH	Completers /Returned																									
Survey Question	5	1		2		1		1	1	1	1								9	7	3		1		1	1	2	3								8	4				1				1		1	3	1				34	110			
Professional Competency																																																									
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3. Planning & Instructional Practices	3.2				3.1														3.2	3.4																3.4	3.5														3.5	3.4					
4. Professional Collaborative Activities & Co-Teaching	3.7				3.8														3.8	3.6															3.6	3.4														3.4	3.6						
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Evidence of Growth																																																									
6. Reflection of Professional Growth	3.6				3.8														3.7	3.3															3.3	3.5														3.5	3.5						
7. Impact on Student Learning	3.5				3.7														3.6	3.4															3.4	3.6														3.6	3.5						
Application of Content																																																									
8. Knowledge of Academic Standards	3.5				3.4														3.5	3.1															3.1	3.4														3.4	3.3						
9. Application of Content and Pedagogy	3.5				3.2														3.4	3.2															3.2	3.6														3.6	3.4						
College & Career Ready Standards																																																									
10. Skill & Commitment	3.3				3.3														3.3	3.3															3.3	3.2														3.2	3.3						
11. Student Access	3.1				3.4														3.3	3.1															3.1	3.1														3.1	3.2						
Use of Technology																																																									
12. Student Engagement & Learning	3.4				3.8														3.6	3.5															3.5	3.6														3.6	3.6						
13. Enrichment of Professional Practice	3.4				3.7														3.6	3.5															3.5	3.7														3.7	3.6						
Performance Standards																																																									
14. Performance Standard 4: Assessment of and for Student Learning	3.6				3.8														3.7	3.4															3.4	3.6														3.6	3.6						
15. Performance Standard 5: Learning Environment	3.6				3.7														3.7	3.5															3.5	3.5														3.5	3.6						
Performance Standards																																																									
16. P-12 Student Growth and Achievement	3.4				3.4														3.4	3.3															3.3	3.5														3.5	3.4						
17. Comparison of overall preparedness to other institutions (new for 2019)	3.3				3.4														3.4	3.4															3.4	3.2														3.2	3.3						

110 completers, 65 located, 65 surveys sent, 23 returned surveys
 Endorsement Areas with 1 returned surveys are calculated in the averages. The actual values are hidden for privacy and student identification.

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*

2021 Employment Milestones										
	Year 1		Year 2			Year 3			Totals	
	9/1/19-8/31/20 (F19 - SP20)	Hired	9/1/18-8/31/19 (F18 - SP 19)	Hired	Retained	9/1/17-8/31/18 (F17 - SP 18)	Hired	Retained	% of Completers Hired	% of Completers Retained
	Completers		Completers			Completers				
PK-6	15	8	16	11	9	18	13	11	65%	59%
K-12 SPED	4	3	6	3	3	11	6	5	57%	47%
6-12 Business	1	1	0	0	0	0	0	0	100%	NA
6-12 Biology	2	2	1	0	0	1	0	0	50%	NA
6-12 English	1	1	1	1	1	4	3	3	83%	80%
6-12 History	3	2	3	2	2	1	0	0	57%	50%
6-12 Math	1	0	2	1	1	1	0	0	25%	33%
6-12 Chemistry	1	1	0	0	0	0	0	0	100%	NA
PK-12 Music	2	1	0	0	0	1	0	0	33%	NA
PK-12 Library	1	0	0	0	0	0	0	0	0%	NA
PK-12 H&PE	3	2	3	2	2	6	4	4	67%	67%
PK-12 Theatre	0	0	0	0	0	1	0	0	0%	NA
Total	34	21	32	20	18	44	26	23	61%	54%

*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.

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. Based on data collected from the 2021 Survey, Completers are consistently showing target and accomplished levels of satisfaction.

Completer Survey

Completer Survey 2021																																
Reporting Date Range 9/1/2019-8/31/2020																																
Accomplished = 4 Target = 3 Emerging = 2 Ineffective = 1	[F17- SP18] End of 3rd Year Teaching								[F18- SP19] End of 2nd Year Teaching								[F19- SP20] End of 1st Year Teaching								3 Year Averages							
	Total completers 44, surveys representing 13 collected								Total completers 32, surveys representing 15 collected								Total completers 34, surveys representing 13 collected															
	PK-6	H&PE	MUS	SPED	THT	ENG	MTH	HIS	BIO	Completers/Returned	PK-6	H&PE	MUS	SPED	ENG	BIO	MTH	HIS	Completers/Returned	PK-6	H&PE	MUS	BUS	SPED		LIB	BIO	CHE	ENG	HIS	MTH	Completers/Returned
	18	6	1	11	1	4	1	1	1	44	16	3		6	1	1	2	3	32	15	3	2	1	4	1	2	1	1	3	1	34	110
Survey Question	6	1	1	4		1				13	9	1		2	1	1	1	1	15	7	1		1					1	2	1	13	41
Professional Competence																																
1. Content Knowledge	3.3	3.7		3.6						3.4	3.6		3.9						3.8	3.2									3.4	3.3	3.5	
2. Knowledge of Learner and Learning	3.4	3.7		3.7						3.6	3.3		3.5						3.4	3.4									3.4	3.4	3.5	
2. Planning & Instructional Practices	3.5	3.3		3.7						3.5	3.4		3.5						3.5	3.6									3.5	3.6	3.5	
4. Professional Collaborative Activities & Co-Teaching	3.2	3.9		3.4						3.5	3.5		4.0						3.8	3.3								3.5	3.4	3.6		
5. Interactions/Collaborations for Diverse Students	3.4	3.2		3.3						3.3	3.3		4.0						3.7	3.3								3.5	3.4	3.5		
Evidence of Growth																																
6. Reflection of Professional Growth	3.6	3.7		3.5						3.6	3.6		3.5						3.6	3.4								3.5	3.5	3.5		
7. Impact on Student Learning	3.5	3.7		3.5						3.6	3.3		3.5						3.4	3.2								3.5	3.4	3.4		
Application of Content																																
8. Knowledge of Academic Standards	3.6	3.3		3.5						3.5	3.3		3.5						3.4	3.9								3.3	3.6	3.5		
9. Application of Content and Pedagogy	3.6	3.3		3.5						3.5	3.4		3.5						3.5	3.9								3.6	3.8	3.6		
College & Career Ready Standards																																
10. Skill & Commitment	3.2	3.6		3.2						3.3	3.3		3.0						3.2	3.5								3.2	3.4	3.3		
11. Student Access	3.3	3.6		3.1						3.3	3.1		3.5						3.3	3.5								3.2	3.4	3.3		
Use of Technology																																
12. Student Engagement & Learning	3.8	3.8		3.8						3.8	3.5		4.0						3.8	3.7								3.5	3.6	3.7		
13. Enrichment of Professional Practice	3.8	3.7		3.7						3.7	3.4		4.0						3.7	3.6								3.6	3.6	3.7		
Performance Standards																																
14. Performance Standard 4: Assessment of and for Student Learning	3.5	3.7		3.8						3.7	3.8		3.5						3.7	3.6								3.6	3.6	3.6		
15. Performance Standard 5: Learning Environment	3.6	3.8		3.5						3.6	3.8		3.5						3.7	3.7								3.6	3.7	3.6		
Performance Standards																																
16. P-12 Student Growth and Achievement	3.3	3.4		3.8						3.5	3.4		3.5						3.5	3.4								3.3	3.4	3.4		
17. Reflection on overall preparedness (new for 2019)	3.3	3.4		3.7						3.5	3.5		3.5						3.5	3.4								3.3	3.4	3.4		

110 completers, 65 located, 65 surveys sent, 41 returned surveys

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

5. Graduation Rates (initial & advanced levels)

The graduation rate at UVA Wise is measured from Teacher Education Program (TEP) admittance to program completion. A successful candidate would complete the TEP within 4 semesters of being accepted into the TEP. The term graduation rate is misleading because some candidates already hold a bachelor's degree and will not be graduating from the college.

Overall, the graduation rate is 92% over the past 3 years. In endorsements where there are few (less than 5) candidates, the rates vary tremendously because of low sample sizes. The low number is not concerning because the smaller number has a large impact on the 3 year total.

Graduation Rates

2021 Annual Reporting Measure Graduation Rates							
	Year 3		Year 2		Year 1		3 Year Totals
	Completers	Completion ≤ 4 Semesters	Completers	Completion ≤ 4 Semesters	Completers	Completion ≤ 4 Semesters	
PK-6	18	17	16	15	15	15	96%
K-12 SPED	11	10	6	6	4	3	90%
6-12 Business	0	0	0	0	1	1	100%
6-12 Biology	1	1	1	1	2	2	100%
6-12 English	4	4	1	1	1	1	100%
6-12 History	1	1	3	3	3	2	86%
6-12 Math	1	1	2	2	1	1	100%
6-12 Chemistry	0	0	0	0	1	1	100%
PK-12 Music	1	1	0	0	2	2	100%
PK-12 Library	0	0	0	0	1	0	0%
PK-12 H&PE	6	5	3	2	3	3	83%
PK-12 Theatre	1	1	0	0	0	0	100%
Totals	44	41	32	30	34	31	93%
The graduation rate at UVA Wise is calculated and measured from Teacher Education Program (TEP) admittance to program completion. A successful candidate would complete the TEP within 4 semesters of being accepted into the TEP.							

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

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%.

Ability of Completers to Meet Licensing Requirments						
	Year 3		Year 2		Year 1	Met Licensing Requirements
	9/1/17-8/31/18 (F 17 - SP 18)		9/1/18-8/31/19 (F 18 - SP 19)		9/1/19-8/31/20 (F19 - SP20)	
	Completers		Completers		Completers	
PK-6	18		16		15	100%
K-12 SPED	11		6		4	100%
6-12 Business	0		0		1	100%
6-12 Biology	1		1		2	100%
6-12 English	4		1		1	100%
6-12 History	1		3		3	100%
6-12 Math	1		2		1	100%
6-12 Chemistry	0		0		1	100%
PK-12 Music	1		0		2	100%
PK-12 Library	0		0		1	100%
PK-12 H&PE	6		3		3	100%
PK-12 Theatre	1		0		0	100%
Total	44		32		34	100%

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

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

Ability of Completers to be Hired in Education Positions						
	Year 3		Year 2		Year 1	Hiring Ability
	9/1/17-8/31/18 (F 17 - SP 18)		9/1/18-8/31/19 (F 18 - SP 19)		9/1/19-8/31/20 (F19 - SP20)	
	Completers		Completers		Completers	
PK-6	18		16		15	100%
K-12 SPED	11		6		4	100%
6-12 Business	0		0		1	100%
6-12 Biology	1		1		2	100%
6-12 English	4		1		1	100%
6-12 History	1		3		3	100%
6-12 Math	1		2		1	100%
6-12 Chemistry	0		0		1	100%
PK-12 Music	1		0		2	100%
PK-12 Library	0		0		1	100%
PK-12 H&PE	6		3		3	100%
PK-12 Theatre	1		0		0	100%
Total	44		32		34	100%

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

Student loan default rates and other consumer information is released by the U.S. Department of Education (DOE) in the Student Loan Default Management Report and through a College Scorecard. The reporting by the DOE is released by the school and not filtered to academic departments or specific teaching endorsement areas.

According to the Default Management Report

(https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&ope_id=003747), the student loan default rates for UVA Wise were 10.2 in FY 2015, 13.4 in FY 2017, and 13 in FY 2017. According to the website

(<https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>), the national default rate is 9.7 percent which indicates the rates at UVA Wise are higher than the national average.

OPE ID	School	Type	Control	PRGMS		FY2017	FY2016	FY2015
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	13	13.4	10.2
					No. in Default	58	56	49
					No. in Repay	446	415	478
					Enrollment figures	3,426	3,816	3,552
					Percentage Calculation	13	10.8	13.4

The College Scorecard (<https://collegescorecard.ed.gov/school/?233897-The-University-of-Virginia-s-College-at-Wise>) provides additional information regarding student loans.

In Virginia, the State Council of Higher Education for Virginia (SCHEV) is the Commonwealth of Virginia's coordinating agency for higher education. SCHEV provides public information about the state's systems of higher education and information about each college or university.

Additional consumer information about UVA Wise can be found at (https://research.schev.edu//studentdebt/d01_debtreport.asp).