The UVA Wise Teacher Education Program
CAEP Annual Accreditation Report

Date Submitted 4/28/2022

Reporting Date Range 9/1/2020-8/31/2021

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 current accreditation is scheduled to end on June 30, 2024.

The UVA Wise 2022 Annual Reporting Group:

2022 CAEP Annual Reporting Group					
	Year 3		Year 2		Year 1
	9/1/18-8/31/19 (F18 - SP19)		9/1/19-8/31/20 (F19 - SP20)		9/1/20-8/31/21 (F20 - SP21)
	Completers		Completers		Completers
PK-6	16		15		16
K-12 SPED	6		4		3
6-12 Business	0		1		0
6-12 Biology	1		2		0
6-12 English	1		1		1
6-12 History	3		3		4
6-12 Math	2		1		0
6-12 Chemistry	0		1		0
PK-12 Spanish	0		0		1
PK-12 Music	0		2		0
PK-12 Library	0		1		0
PK-12 H&PE	3		3		2
PK-12 Theatre	0		0		0
Total	32		34		27

CAEP Accountability Measures 1-4

1. Completer Effectiveness (Component R4.1) Part 1

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.

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 (Completer Impact and Effectiveness) *
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	(F 17 - SP 18) End of 3rd Year Teaching Total completers 44, surveys representing 13 collected										(F 18 - SP 19) End of 2nd Year Teaching Total completers 32, surveys representing 15 collected									(F19 - SP20) End of 1st Year Teaching Total completers 34, surveys representing 13 collected												3 Year Averages
	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	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 Completers are reflected below.

Positive Impact on Student Learning Report Spring 2022

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

Teachers name: Kelly Long		Date: 4/22/22	
School: Union Primary		Subject: Math	
Grade(s) 2nd Grade			

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

The student will learn: How to tell time to the nearest hour, half-hour, and quarter-hour

The student will learn:

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

The teacher will: Explain and model how to tell time using clock manipulatives along with students

The teacher will:

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

worksheets and google slides practice, whole-group practice with manipulatives, and quizzes

Student Performance Results

Student Number (please no names)	Pre-Test Score	Post-Test Score	Gain/Loss
1	50	100	50
2	80	100	20
3	0	70	70
4	20	80	60
5	100	100	0
6	90	100	10
7	40	90	50
8	50	100	50
9	60	100	40
10	30	90	60
Averages	52	93	41

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

Student Understanding of the Objectives:	[illegible] in between two numbers. For example, the time 3:55 would be answered as 4:55.
My Instructional Effectiveness:	on this SOL due to snow days. Many students were absent as well, so many got frustrated when trying to do work because they missed instruction time. Overall, I feel like I was effective, but I wish that I could have spent more time on the SOL.

Positive Impact on Student Learning Report Spring 2022

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

Teachers name: Valerie Edwards		Date: 4/22/22	
School: L.F. Addington Middle School		Subject: English	
Grade(s) 7			

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

The student will learn: 7.6e students will identify the source, viewpoint, and purpose of a text.

The student will learn: students will demonstrate knowledge of standard by correctly identifying author's viewpoint with 70% accuracy.

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

The teacher will: Review notes on author's viewpoint and author's purpose. The teacher will also review test taking skills with the students, by demosntrating a problem on the board.

The teacher will:Then the teacher will lead the class by completing practice problems orally with the students. After students compelte the first assessment, the teacher will orally review frequently missed questions with the class.

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

SOL standard will be assessed by completing a multiple choice test, reviewing the test, then taking another test on the same SOL standard the next day. Students will read a passage, then use critical thining skills to identify the author's viewpoint, and the author's purpose for writing the text. The teacher will use the program Mastery Connect to view and analyze student progress.

Student Performance Results

Student Number (please no *names*)	Pre-Test Score	Post-Test Score	Gain/Loss
1	60	63	3
2	70	88	18
3	60	75	15
4	50	88	38
5	87.5	88	0.5
6	75	88	13
7	75	100	25
8	62.5	88	25.5
9	62.5	100	37.5
10	62.5	75	12.5
Averages	66.5	85.3	18.8

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 above chart shows students initial ability to read a passage, then use critical thinking skills to infer the author's viewpoint. The test asked students to read a passage, then use critical thinking skills to answer questions. The pre test and the post test were not the same quiz, but both analyzed the same skills. All students showed a gain from the pre-test to the post-test. The highest gain was 38 points, the lowest gain was .5 points.
My Instructional Effectiveness:	The initial pre-test shows that students did not fully understand how to read a passage, and use critical thinking skills to understand the author's viewpoint. After, reviewing missed questions and gathering data from the pre and post tests, most students were able to master the skill. Student 1 only showed a 3 point gain. Student 1 needs remediation on this standard. Most students accomplished the goal with a pass rate of at least 70%.

Completer Effectiveness (Component R4.1) Part II

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 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 R4.1 (Indicators of Teaching Effectiveness) *
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

*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.

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	(F 17 - SP 18) End of 3rd Year Teaching Total completers 44, surveys representing 9 collected										(F 18 - SP 19) End of 2nd Year Teaching Total completers 32, surveys representing 8 collected									(F19 - SP20) End of 1st Year Teaching Total completers 34, surveys representing 6 collected											3 Year Averages
	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	SPE D	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	5	1		2		1				9	7			1					8	4				1				1			6	23
Professional Competency																																
1. Content Knowledge	3.4			3.3						3.4	3.3								3.3	3.7											3.7	3.5
2. Knowledge of Learner and Learning	3.1			3.7						3.4	3.3								3.3	3.7											3.7	3.5
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
5. Interactions/Collaborations for Diverse Students	3.4			3.2						3.3	3.1								3.1	3.6											3.6	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.

Completer Survey 2021
Reporting Date Range 9/1/2019-8/31/2020

Accomplished = 4 Target = 3 Emerging = 2 Ineffective = 1	(F 17 - SP 18) End of 3rd Year Teaching Total completers 44, surveys representing 13 collected										(F 18 - SP 19) End of 2nd Year Teaching Total completers 32, surveys representing 15 collected									(F19 - SP20) End of 1st Year Teaching Total completers 34, surveys representing 13 collected											3 Year Averages
	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	SPE D	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
Professional Competency																																
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

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 stake holder 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 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	(F 17 - SP 18) End of 3rd Year Teaching Total completers 44, surveys representing 9 collected										(F 18 - SP 19) End of 2nd Year Teaching Total completers 32, surveys representing 8 collected								(F19 - SP20) End of 1st Year Teaching Total completers 34, surveys representing 6 collected											3 Year Averages
	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	SPE D	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	5	1		2		1				9	7			1					8	4				1				1			6	23
Professional Competency																																
1. Content Knowledge	3.4			3.3						3.4	3.3								3.3	3.7											3.7	3.5
2. Knowledge of Learner and Learning	3.1			3.7						3.4	3.3								3.3	3.7											3.7	3.5
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
5. Interactions/Collaborations for Diverse Students	3.4			3.2						3.3	3.1								3.1	3.6											3.6	3.3
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.

Stakeholder Involvement

UVA Wise is intentional about stakeholder involvement. Out 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 member. Make recommendation 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, validate assessment instruments.
Clinical Faculty Grant	UVA Wise Education Faculty, Local P12 educators	An annual grant to provides resources to train and retrain local teachers to host and mentor student teaching interns. Valid assessment instruments and offer suggestions for program improvements.	Training in April/May reviewed and updated evaluation instruments that are used in the internship and for practicum hours.
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 proposal for new teaching endorsement in Early Childhood Education.
Memorandum of Understandings (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 of teacher candidates	Updated MOUs

UVA Wise Teacher Education Program Advisory Committee Agenda

April 27, 2022

Virtual Meeting 11 AM

Welcome and Introductions

Who and why of the UVA Wise TEP Advisory Committee

- Who- A collection of the UVA Wise education community-K12 representatives, Higher Ed, Educational services
- Why-Assist in the design, delivery, evaluation and decisions of the EPP
- Goal-Support the EPP and held accountable for program and candidates

Review of Program

- Number of current candidates
- Admissions criteria
- Curriculum
- Program and curriculum evaluations – validation of instruments
- VDOE and CAEP

Topics for discussion

- Clinical Faculty Training- Thanks for support and input
- Yearlong Internships
- Virtual Instruction training
- Lab Schools
- Master's Degree progress
- UVA is looking for cohorts to bring to UVA Wise or Higher Ed
- Recruiting
    - Partnerships with VCCS
    - Teachers for Tomorrow
    - Dual Enrollment

Discussion

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 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 for 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%.

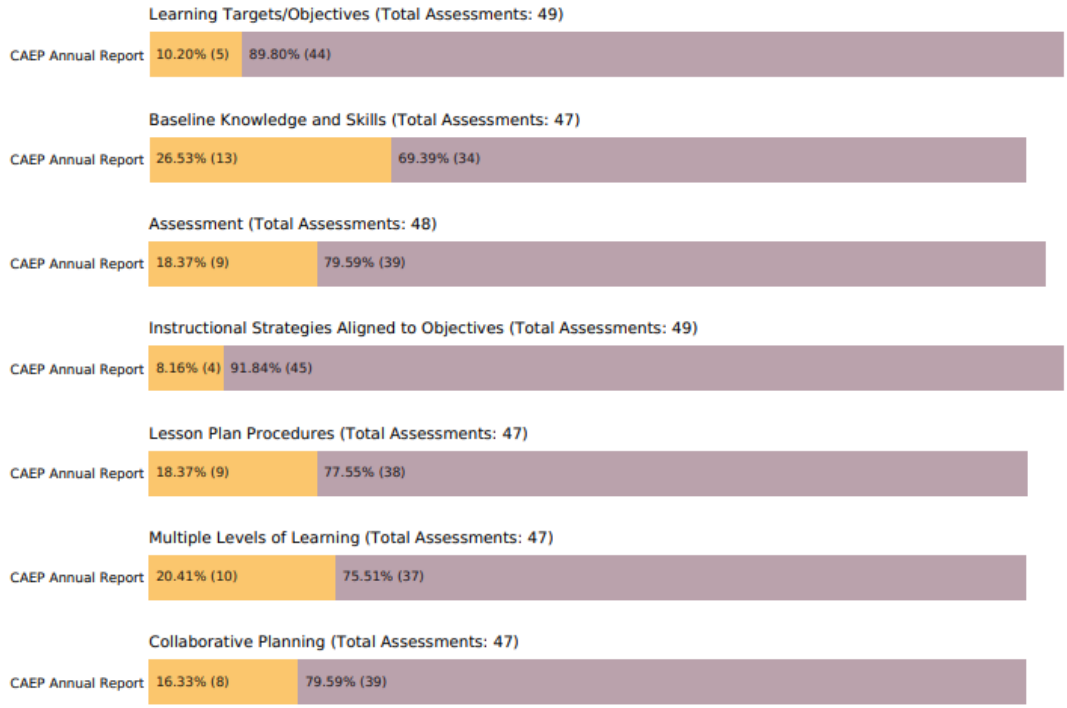
EPP Created Assessments

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 reflect 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).

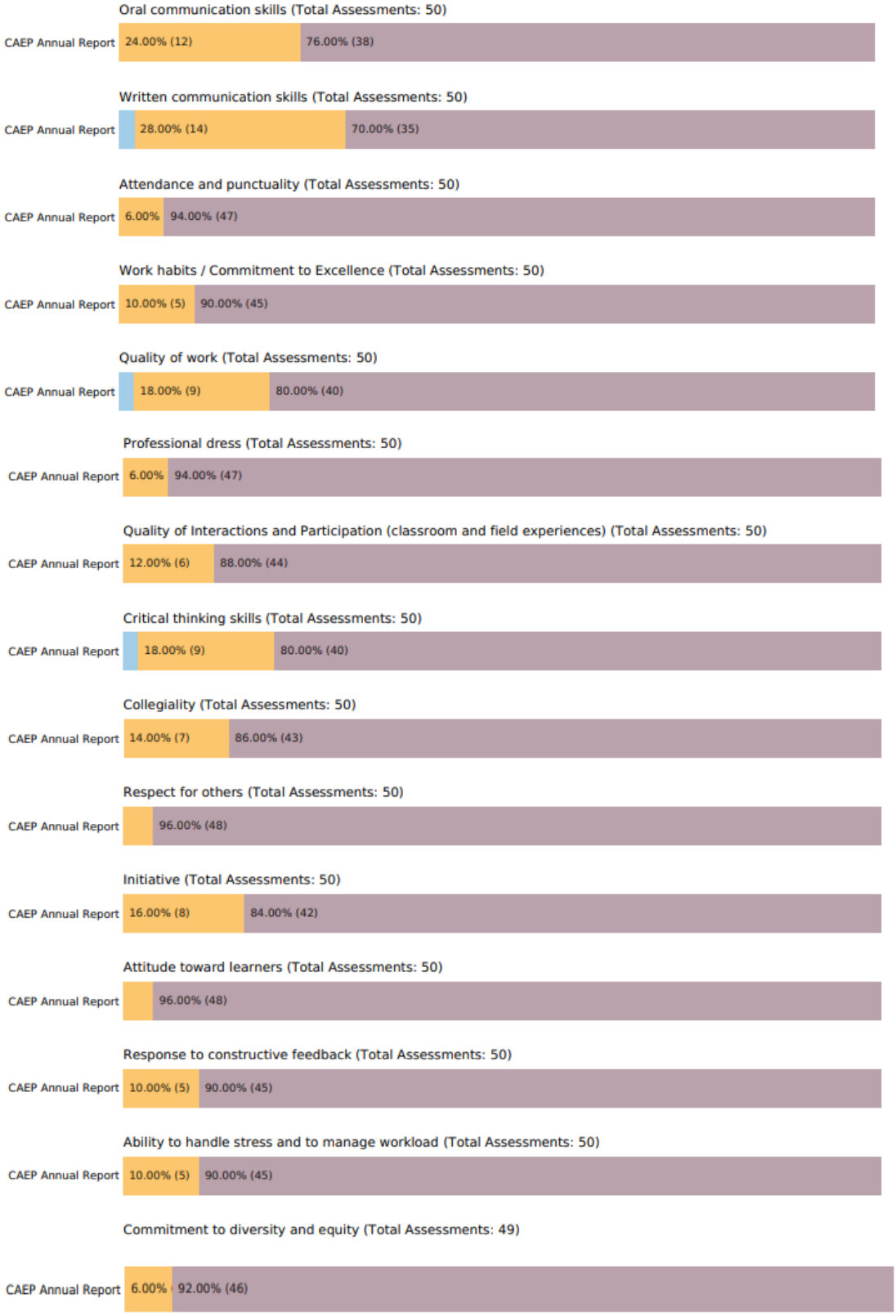
Lesson Plan Development Assessment Results



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



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

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

UVA Wise Completers Eligible For Unrestricted Employment in Initial Endorsement Area						
#	Endorsement Area	2018-2019	2019-2020	2020-2021	Totals	Eligible for Employment
1	PK-6 - Elementary Education	16	15	16	47	**100%**
2	PK-12 - Foreign Language - Spanish	0	0	1	1	**100%**
3	PK-12 - Foreign Language - French	0	0	0	0	**na**
4	PK-12 - Health and Physical Education	3	3	2	8	**100%**
5	PK-12 - Library Media	0	1	0	1	**100%**
6	PK-12 - Music - Instrumental & Vocal/Choral	0	2	0	2	**100%**
7	PK-12 - Theatre Arts	0	0	0	0	**100%**
8	K-12 - SpEd-General Curriculum	6	4	3	13	**100%**
9	6-12 - Career & Technical Education - Business and Information Technology	0	1	0	1	**100%**
10	6-12 - English	1	1	1	3	**100%**
11	6-12 - History and Social Science	3	3	4	10	**100%**
12	6-12 - Mathematics	2	1	0	3	**100%**
13	6-12 - Science - Biology	1	2	0	3	**100%**
14	6-12 - Science - Chemistry	0	1	0	1	**100%**
15	6-12 - Science - Earth Science	0	0	0	0	**na**
16	*Add-on Endorsement - Drivers Education	0	0	0	0	**na**
17	*Add-on Endorsement - Algebra I	0	0	0	0	**na**
	Totals	32	34	27	93	**100%**
	*number not monitored(nm) through TEP					

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 (F 18 - SP 19)	Hired	Retained	9/1/17-8/31/18 (F 17 - 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.