

2005 ASSESSMENT PLAN

Department: Education

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Period Covered by Plan: 2005

Date Completed: March 2, 2006

INTRODUCTION

From January 1, 2005 to December 31, 2005, () students completed licensure requirements to teach in Virginia. Of the program completers in 2005, there were forty-four (44) graduates in the Liberal Arts and Sciences major, which was approximately Sixteen percent (16 %) of the total graduates from the College that year. Students pursuing licensure at the secondary level (grades 6-12) are required to major in a specific academic area and also required to complete successfully a core of professional education courses.

The Chair of the Department of Education is responsible for overseeing the assessment of all students enrolled in the Teacher Education Program (TEP), which includes candidates enrolled in the Liberal Arts and Sciences degree program. Assessment items for this reporting period include Praxis I and Praxis II test results, intern teaching performance evaluations, student evaluations of full-time and adjunct faculty (at Wise and in Abingdon), a survey of program completers, and a survey of employers of our program completers.

The University of Virginia's College at Wise (UVA-Wise) provides students with learning experiences that offer opportunities to develop the insight, competence, sensitivity, and integrity necessary for living enriched lives and for enriching the lives of others. Established in 1954 as a college of the University of Virginia, the College is guided by the values of citizenship and altruism. UVA-Wise is a diverse community of people who believes that information can be transformed into knowledge and that teaching and learning create a foundation for wisdom.

The mission of the College is to guide students to become knowledgeable, caring, and life-long learners who enrich the lives of their students and their communities. The mission of the Professional Education Unit (which includes primarily the Education Department and the Teacher Education Program) at UVA-Wise is to prepare professional educators to be transformative leaders in their classrooms by caring, teaching, and inspiring their students to excel as learners and citizens. The mission of the Department of Education of the University of Virginia's College at Wise is consistent with the mission of the College in that our goal is to provide teacher education programs that offer our students opportunities to develop the insight, competence, compassion, and integrity to enrich their students' lives as effective teachers do. The department seeks to accomplish its mission by providing quality programs, quality instruction, and meaningful learning experiences that will allow students to develop the academic and pedagogical knowledge, skills, and competencies required for success in teaching. The conceptual framework of the Unit, which was developed and approved in 2005 can be seen in Appendix A; the framework, entitled "Teachers as Transformative Leaders," articulates the mission of the Unit is entitled and is consistent with and supported by the mission of the College.

The Department of Education and the Teacher Education Committee of the Faculty Senate at UVA-Wise oversee the Teacher Education Program, whose central purposes are to identify students with the potential for becoming effective teachers, to develop and provide programs of study that will enable prospective teachers to acquire the academic and pedagogical knowledge and skills required for success in teaching, for continued professional growth, and to monitor and assess the progress of prospective teachers as they complete the program requirements.

KEY LEARNING OUTCOMES

The design of the curricula for the various teaching endorsement programs is based on the recognition that students preparing to assume the roles and responsibilities of teachers will demonstrate the following competencies and achieve the following learning outcomes upon the completion of the Teacher Education Program:

- 1.) A thorough background of academic studies in the separate and integrated disciplines that comprise the liberal arts core curriculum
- 2.) A high level of competence in the content of the academic area of specialization in which a teaching endorsement is sought
- 3.) The ability to apply concepts from the social and behavioral sciences that provide a framework for understanding and interpreting educational problems
- 4.) A thorough understanding of human growth and development and the principles of teaching and learning
- 5.) The ability to design, implement, and reflectively evaluate effective curricula and instruction (including technology), which is based on current research pedagogy
- 6.) The quality and quantity of experiences with children or adolescents that are required to develop a high level of sensitivity to the varying needs and characteristics of learners at different levels of development and multicultural backgrounds
- 7.) The knowledge, skills, and competencies necessary to teach the Standards of Learning as prescribed by the State Board of Education effectively and successfully
- 8.) The cognitive, affective, and leadership skills that will sustain continuous personal and professional growth in an intellectually, emotionally, and physically demanding human service occupation.

LINK BETWEEN LEARNING OUTCOMES AND COLLEGE DESIRED ACCOMPLISHMENTS AND GOALS

Learning Outcome	Desired Accomplishments & Goals
1	1.1, 1.2, 1.3, 1.5, 1.6, 2.1, 2.7 3.3
2	1.1, 1.2, 1.3, 1.5, 1.6, 1.8 2.1, 2.7 3.3
3	1.1, 1.3, 1.4, 1.5, 1.8 3.3
4	1.1, 1.3, 1.5, 1.7, 1.8 3.3
5	1.1, 1.3, 1.5, 1.8 2.7 3.3
6	1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 3.3
7	1.3, 1.5 3.3
8	1.1, 1.2, 1.4, 1.8 3.3, 3.4

OPPORTUNITIES TO LEARN AND TOOLS FOR ASSESSMENT

Opportunities to learn include three areas of coursework:

- 1.) The Liberal Arts and Sciences core curriculum
- 2.) An academic area of content specialization (which includes English, History, Mathematics, or Science, and Health and Physical Education)
- 3.) The professional studies requirements (which include a full semester of a teaching internship experience).

Tools used to assess student outcomes include:

- 1.) Entrance requirements for admission into the teacher education program (which includes a cumulative grade point average of 2.5 or better, written recommendations from four college instructors, completion of EDUC 251 with a “C” or better, passing scores on the PRAXIS I, and an acceptable interview with the TEP Admissions Committee.
- 2.) Teacher candidates seeking licensure in grades 6-12 or in Health and PE (K-12) must achieve passing scores on candidates’ relevant PRAXIS II content-specific specialty area test.
- 3.) Teacher candidates seeking licensure in elementary education (grades Pre-K-6) and special education (grades K-12) must achieve passing scores on the PRAXIS II Elementary Education: Content Knowledge test, the Virginia Reading Assessment (VRA), and beginning December 31, 2006, passing scores also on the Virginia Communication & Literacy Assessment (VCLA).
- 4.) Internship portfolios (which are evaluated by college supervisors using department-developed rubric)
- 5.) Oral and written communication skills are evaluated by rubrics for all candidates at the end of the internship
- 6.) Surveys of employers of our program completers are used to assess learning outcomes.

Listed below are the specific measures that are used for each of the preceding learning outcomes:

Learning Outcomes	Assessment Measures
1.) Students are required to achieve a cumulative grade point average of 2.5 or better in all academic studies in the separate and integrated disciplines that comprise the liberal arts core curriculum.	<ul style="list-style-type: none"> • Candidates' cumulative grade point average for admission into the TEP • Writing Rubric • Oral Communication Rubric • TEP interview • Written recommendations by faculty • Completion of specific percentage of core curriculum
2.) A high level of competence in the content of the academic area of specialization in which a teaching endorsement is sought	<ul style="list-style-type: none"> • Internship • Portfolio • PRAXIS II • VRA (elementary and special education candidates only) • Employer surveys
3.) The ability to apply concepts from the social and behavioral sciences that provide a framework for understanding and interpreting educational problems	<ul style="list-style-type: none"> • Internship • Intern, alumni, & employer surveys
4.) A thorough understanding of human growth and development and the principles of teaching and learning	<ul style="list-style-type: none"> • Internship • Portfolio • Employer surveys
5.) The ability to design, implement, and reflectively evaluate effective curricula and instruction (including technology), which is based on current research pedagogy	<ul style="list-style-type: none"> • Internship • Employer surveys
6.) The quality and quantity of experiences with children or adolescents that are required to develop a high level of sensitivity to the varying needs and characteristics of learners at different levels of development and multicultural backgrounds	<ul style="list-style-type: none"> • Internship • Portfolio • Employer surveys
7.) The knowledge, skills, and competencies necessary to teach the Standards of Learning as prescribed by the State Board of Education effectively and successfully	<ul style="list-style-type: none"> • Internship • VRA • VCLA • Oral and written language rubrics • Intern, alumni, & employer surveys
8.) The cognitive, affective, and leadership skills that will sustain continuous personal and professional growth in an intellectually, emotionally, and physically demanding human service occupation.	<ul style="list-style-type: none"> • Internship • Employer surveys

PERFORMANCE INDICATORS

Teacher candidates are required to meet the following standards by the end of their program:

- 1.) Maintain a cumulative GPA of 2.5; completed 60% of liberal arts and sciences curriculum before admission into the TEP.
- 2.) Score a minimum of 3 on a scale of 1-5 on the department oral communication rubric.
- 3.) Score a minimum of 3 on a scale of 1-5 on the department written communication rubric.
- 4.) Score a minimum of 532 composite score on the PRAXIS I.
- 5.) Achieve the state-required minimum score on their relevant PRAXIS II Specialty Area tests. Minimum scores for specific tests are:

Elementary Education	143
Biology	155
Business Education	590
Chemistry	153
Earth Science	156
English	172
French	169
Health & PE	151
Mathematics	147
Social Studies	161
Spanish	161

- 6.) Elementary and Special Education teacher candidates must achieve a score of 235 on the VRA and a passing score on the VCLA after December 31, 2006 (score yet to be established).
- 7.) 75% of all candidates will achieve adequate evaluations and 25% of all candidates will achieve excellent evaluations in all areas on candidates' end-of-internship portfolios.
- 8.) 50% of all candidates will achieve average evaluations, 25% of all candidates will achieve above average evaluations, and 25% will achieve excellent evaluations on their intern teaching final evaluation forms.
- 9.) On the employer satisfaction survey, our goal is for employers to indicate that they are at least "somewhat satisfied" with all of our graduates and "very much satisfied" with our graduates 75% of the time for all survey items.

GATHERING RELEVANT DATA

Before gaining admission into the TEP, all candidates are required to submit passing scores on the PRAXIS I, to have achieved a 2.5 cumulative GPA, have acceptable written recommendations from faculty, and achieve an acceptable oral interview by the TEP Admissions Committee. Data on each candidate who applies to the TEP is collected monthly.

Before being approved for graduation, all teacher education candidates are required to score a minimum of 3 on a scale of 1-5 on the department oral and written communication rubric. Before being recommended to the Virginia Department of Education Division of Teacher Licensure, all candidates are required to achieve the state-required minimum score on their relevant PRAXIS II Specialty Area tests, as well as Elementary and Special Education teacher candidates being required to achieve passing scores on the VRA and VCLA. All elementary, special education, and Health and PE candidates are required to successfully complete a semester long internship and submit acceptable end-of-internship portfolios at the end of their internships. Internships are offered and portfolios are completed each spring and fall semester. Oral and written communication rubrics are completed for each candidate at the end of their program.

We also survey the employers (specifically the principals of schools) of our graduates who have been hired one year after graduation.

WHAT HAS BEEN LEARNED

(In process)

ACTION PLAN

Our plan is to review relevant collected data at the end of each semester to determine areas of needed improvement. Appropriate actions will include:

1.) To help candidates score better on their PRAXIS I tests, we plan to offer three one-hour seminars each semester for each of the parts of the PRAXIS I (mathematics, reading, writing).

2.) To improve candidates' writing skills so that all candidates score 3.2 or higher on their end-of-internship teaching philosophy essay, we plan to require more writing in EDUC 358, EDUC 482, EDUC 494, 498, 499, and PHYE 470.

3.) To improve the percentage pass rates for secondary candidates, several liberal arts and sciences faculty have taken their relevant PRAXIS II, so that better alignment can be made between the content of the PRAXIS II and candidates' major curriculum. Because the pass rate for secondary mathematics candidates has been below 70%, we are offering a workshop on preparing for the PRAXIS II in mathematics in the fall of 2006.

4.) To improve our preparation of our graduates in those areas of concern as identified by employers of our graduates, the Education Department will review and revise course syllabi of and delivery in relevant professional education courses. For example, we will review and revise the content of EDUC 345, EDUC 358, EDUC 446, MATH 302, SCIE 301, SCIE 302, and EDUC 494/498/499 to improve our graduates' knowledge of discipline specific instructional strategies. We will review and revise the content of EDUC 345, EDUC 358, EDUC 369, EDUC 446, EDUC 482, MATH 302, SCIE 301, SCIE 302, and EDUC 494/498/499 to improve the ability to provide effective learning environments for students of different developmental stages, diversity, or exceptionalities. We will review and revise the content of EDUC 330, EDUC 345, EDUC 358, EDUC 446, EDUC 482, SCIE 301, SCIE 302, and EDUC 494/498/499 to improve the ability to use instructional technology within lessons, and we will review and revise the content of EDUC 345, EDUC 386, EDUC 358, EDUC 383, EDUC 446, EDUC 482, and EDUC 494/498/499 to improve the ability to conduct and use research findings to increase professional knowledge.