

The UVA Wise Teacher Education Program CAEP Annual Accreditation Report

Date Submitted 4/28/2022

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

Under 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

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. <u>Completer Survey</u>
5. Lesson Plan Evaluation
6. <u>Positive Impact on Student Learning Report</u>

**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. Partial 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 2022																													
Reporting Date Range 9/1/2020-8/31/2021																													
Accomplished = 4 Target = 3 Emerging = 2 Ineffective = 1	9/1/28-8/31/19 (End of 3rd Year Teaching)								9/1/19-8/31/20 (End of 2nd Year Teaching)								9/1/20-8/31/21 (End of 1st Year Teaching)				3 Year Averages								
	Total completers 32, surveys representing 15 collected								Total completers 34, surveys representing 13 collected								Total completers 34, surveys representing 13 collected												
	PK-6	H&PE	MUS	SPED	ENG	BIO	MTH	HIS	Completers/R returned	PK-6	H&PE	MUS	BUS	SPED	LIB	BIO	CHE	ENG	HIS	MTH		Completers/R returned	PK-6	H&PE	SPED	SPA	ENG	HIS	Completers/ Returned
	16	3		6	1	1	2	3	32	15	3	2	1	4	1	2	1	1	3	1	34	16	2	3	1	1	4	27	93
Survey Question	5			2	1			1	9	5	1			1		1	1	1	2		12	3	1	3			1	8	29
Evidence of Growth																													
6. Reflection of Professional Growth	3.5			3.4					3.4	3.4								3.3		3.4	3.3						3.4	3.4	
7. Impact on Student Learning	3.5			3.6					3.6	3.6								3.6		3.4	3.1						3.2	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 student's understanding and my thoughts on my instructional effectiveness):			
Student Understanding of the Objectives:	Students struggled with telling time to the nearest hour when the minutes are 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: Valene 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 demonstrating 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 complete 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 thinking 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)

<p>Student Understanding of the Objectives:</p>	<p>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.</p>
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<p>My Instructional Effectiveness:</p>	<p>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%.</p>
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2. Indicators of Teaching Effectiveness (Component 4.2)

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

The UVA Wise TEP demonstrates 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

*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). The partial 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	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
Survey Question	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
Professional Competency	5	1		2		1				9	7			1					8	4				1				1			6	23
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). The 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	(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	SPE D		LIB	BIO	CHE	ENG	HIS	MTH	Completers/Returned
Survey Question	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
Professional Competency	6	1	1	4		1				13	9	1		2	1		1	1	15	7	1			1				1			13	41
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	
3. 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	

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 Satisfaction Survey 2022 Reporting Date Range 9/1/2020-8/31/2021																										
Accomplished = 4 Target = 3	9/1/18-8/31/19 (End of 3rd year teaching)							9/1/19-8/31/20 (End of 2nd year teaching)							9/1/20-8/31/21 (End of 1st year teaching)					3 Year Average						
	Total completers 32, 7 returned surveys							Total completers 34, 4 returned surveys							Total completers 27, 8 returned surveys											
	PK-6	H&PE	SPED	ENG	MTH	HIS	BIO	PK-6	BUS	CHEM	MUS	LIB	H&PE	BIO	SPED	ENG	MTH	HIS	PK-6	H&PE	SPA	SPED	ENG	HIS	Completer	
Survey Question	16	3	6	1	2	3	1	15	1	1	2	1	3	2	4	1	1	3	16	2	1	3	1	4	Completer	
	# RETURNED							# RETURNED							# RETURNED					# RETURNED						
Professional Competency																										
1. Content Knowledge	3.2						3.3	3.4										3.3	3.2						3.5	3.3
2. Knowledge of Learner and Learning	3.3						3.5	3.1										3.2	3.3						3.4	3.3
3. Planning & Instructional Practices	3.6						3.3	3.4										3.3	3.5						3.6	3.4
4. Professional Collaborative Activities & Co-Teaching	3.2						3.5	3.2										3.3	3.2						3.4	3.4
5. Interactions/Collaborations for Diverse Students	3.3						3.3	3.3										3.5	3.5						3.5	3.5
Evidence of Growth																										
6. Reflection of Professional Growth	3.2						3.3	3.2										3.2	3.3						3.1	3.3
7. Impact on Student Learning	3.2						3.3	3.3										3.3	3.6						3.3	3.5
Application of Content																										
8. Knowledge of Academic Standards	3.5						3.3	3.3										3.3	3.1						3.2	3.3
9. Application of Content and Pedagogy	3.6						3.4	3.5										3.3	3.4						3.4	3.4
College & Career Ready Standards																										
10. Skill & Commitment	3.2						3.4	3.6										3.4	3.2						3.5	3.3
11. Student Access	3.4						3.4	3.6										3.5	3.1						3.4	3.2
Use of Technology																										
12. Student Engagement & Learning	3.6						3.4	3.6										3.4	3.1						3.5	3.2
13. Enrichment of Professional Practice	3.4						3.2	3.5										3.4	3.6						3.2	3.4
Performance Standards																										
14. Performance Standard 4: Assessment of and for Student Learning	3.6						3.4	3.2										3.4	3.4						3.5	3.4
15. Performance Standard 5: Learning Environment	3.3						3.4	3.6										3.3	3.5						3.4	3.5
Performance Standards																										
16. P-12 Student Growth and Achievement	3.4						3.5	3.1										3.2	3.5						3.5	3.5
17. Comparison of overall preparedness to other institutions (new for 2019)	3.2						3.5	3.1										3.2	3.3						3.2	3.4
Cultural Competency																										
Graduates are aware that different cultures exist.	3.3						3.3	3.1										3.2	3.2						3.3	3.6
Graduates use their knowledge, awareness, and sensitivity to change behaviors, attitudes, and practices for better outcomes in relationships.	3.1						3.2	3.2										3.3	3.4						3.4	3.5
Graduates are aware that cultures are constantly changing.	3.4						3.5	3.2										3.2	3.4						3.1	3.4

93 completers, 71 located, 71 surveys sent, 19 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.

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*

2022 Employment Milestones										
	Year 1		Year 2			Year 3			Totals	
	9/1/20-8/31/21 (F20 - SP21)	Hired	9/1/19-8/31/20 (F19 - SP20)	Hired	Retained	9/1/18-8/31/19 (F18 - SP19)	Hired	Retained	% of Completers Hired	% of Completers Retained
	Completers		Completers			Completers				
PK-6	16	13	15	13	13	16	14	11	85%	89%
K-12 SPED	3	3	4	3	3	6	4	3	77%	86%
6-12 Business	0	0	1	1	1	0	0	0	100%	100%
6-12 Biology	0	0	2	2	2	1	1	1	100%	100%
6-12 English	1	1	1	1	1	1	1	1	100%	100%
6-12 History	4	3	3	2	2	3	2	2	70%	100%
6-12 Math	0	0	1	0	0	2	2	2	67%	100%
6-12 Chemistry	0	0	1	1	1	0	0	0	100%	100%
PK-12 Spanish	1	1	0	0	0	0	0	0	100%	100%
PK-12 Music	0	0	2	1	1	0	0	0	50%	100%
PK-12 Library	0	0	1	1	1	0	0	0	100%	100%
PK-12 H&PE	2	2	3	2	2	3	2	2	75%	100%
Total	27	23	34	27	27	32	26	22	85%	98%

*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 completers were not retaining because this is their first year teaching.

*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 they complete 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 2022 Survey, Completers are consistently showing target and accomplished levels of satisfaction.

Completer Survey

Completer Survey 2022																													
Reporting Date Range 9/1/2020-8/31/2021																													
Accomplished = 4 Target = 3 Emerging = 2 Ineffective = 1	9/1/28-8/31/19 (End of 3rd Year Teaching)							9/1/19-8/31/20 (End of 2nd Year Teaching)							9/1/20-8/31/21 (End of 1st Year Teaching)			3 Year Averages											
	PK-6	H&PE	MUS	SPED	ENG	BIO	MTH	HIS	Completors/R returned	PK-6	H&PE	MUS	BUS	SPED	LIB	BIO	CHE		ENG	HIS	MTH	Completors/R returned	PK-6	H&PE	SPED	SPA	ENG	HIS	Completors/Returned
Survey Question	5		2	1				1	9	5	1			1	1	1	1	2	1	2	12	16	2	3	1	1	4	27	93
Professional Competency																													
1. Content Knowledge	3.4			3.4					3.4	3.1								3.2		3.3		3.5						3.3	3.3
2. Knowledge of Learner and Learning	3.1			3.3					3.3	3.5								3.3		3.4		3.6						3.5	3.4
2. Planning & Instructional Practices	3.3			3.6					3.3	3.6								3.3		3.4		3.1						3.2	3.3
4. Professional Collaborative Activities & Co-Teaching	3.5			3.2					3.3	3.5								3.2		3.3		3.6						3.5	3.4
5. Interactions/Collaborations for Diverse Students	3.2			3.3					3.3	3.6								3.1		3.4		3.6						3.4	3.4
Evidence of Growth																													
6. Reflection of Professional Growth	3.5			3.4					3.4	3.4								3.3		3.4		3.3						3.4	3.4
7. Impact on Student Learning	3.5			3.6					3.6	3.6								3.6		3.4		3.1						3.2	3.4
Application of Content																													
8. Knowledge of Academic Standards	3.1			3.5					3.3	3.3								3.4		3.4		3.1						3.1	3.3
9. Application of Content and Pedagogy	3.5			3.2					3.4	3.4								3.3		3.4		3.2						3.4	3.4
College & Career Ready Standards																													
10. Skill & Commitment	3.1			3.2					3.2	3.5								3.1		3.4		3.1						3.2	3.3
11. Student Access	3.2			3.4					3.3	3.1								3.1		3.3		3.6						3.3	3.3
Use of Technology																													
12. Student Engagement & Learning	3.3			3.5					3.3	3.2								3.3		3.2		3.2						3.2	3.3
13. Enrichment of Professional Practice	3.1			3.2					3.3	3.3								3.6		3.4		3.1						3.2	3.3
Performance Standards																													
14. Performance Standard 4: Assessment of and for Student Learning	3.5			3.3					3.4	3.5								3.3		3.3		3.3						3.4	3.4
15. Performance Standard 5: Learning Environment	3.4			3.1					3.3	3.6								3.5		3.4		3.1						3.1	3.3
Performance Standards																													
16. P-12 Student Growth and Achievement	3.6			3.2					3.3	3.5								3.1		3.4		3.4						3.5	3.4
17. Reflection on overall preparedness (new for 2019)	3.5			3.6					3.6	3.6								3.5		3.6		3.5						3.7	3.6
Cultural Competency																													
You are aware that different cultures exist.	3.3			3.2					3.3	3.1								3.2		3.2		3.5						3.3	3.3
You use their knowledge, awareness, and sensitivity to change behaviors, attitudes, and practices for better outcomes in relationships.	3.1			3.4					3.3	3.1								3.4		3.2		3.4						3.4	3.3
You are aware that cultures are constantly changing.	3.4			3.3					3.3	3.3								3.1		3.3		3.6						3.5	3.4

93 completors, 71 located, 71 surveys sent, 29 returned surveys (special note* Surveys are collected through the month of May and will continue to increase)
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 91% 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

2022 Annual Reporting Measure on Graduation Rates							
Endorsement Area	Year 3 (2018-2019)		Year 2 (2019-2020)		Year 1 (2020-2021)		3 Year Totals
	Completers	Completion ≥ 4 Semesters	Completers	Completion ≥ 4 Semesters	Completers	Completion ≥ 4 Semesters	
PK-6 - Elementary Education	16	15	15	15	16	15	96%
PK-12 - Foreign Language - Spanish	0	0	0	0	1	1	100%
PK-12 - Health and Physical Education	3	2	3	3	2	2	88%
PK-12 - Library Media	0	0	1	1	0	0	100%
PK-12 - Music - Instrumental & Vocal/Choral	0	0	2	2	0	0	100%
K-12 - SpEd-General Curriculum	6	6	4	3	3	3	92%
6-12 - Career & Technical Education - Business and Information Technology	0	0	1	1	0	0	100%
6-12 - English	1	1	1	1	1	1	100%
6-12 - History and Social Science	3	3	3	2	4	3	80%
6-12 - Mathematics	2	2	1	1	0	0	100%
6-12 - Science - Biology	1	1	2	2	0	0	100%
6-12 - Science - Chemistry	0	0	1	1	0	0	100%
Totals	32	30	34	32	27	25	96%

The graduation rate at UVA Wise is calculated and measured from the Teacher Education Program (TEP) admittance program to 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 Requirements						
	Year 3		Year 2		Year 1	Met Licensing Requirements
	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	100%
K-12 SPED	6		4		3	100%
6-12 Business	0		1		0	100%
6-12 Biology	1		2		0	100%
6-12 English	1		1		1	100%
6-12 History	3		3		4	100%
6-12 Math	2		1		0	100%
6-12 Chemistry	0		1		0	100%
PK-12 Spanish	0		0		1	100%
PK-12 Music	0		2		0	100%
PK-12 Library	0		1		0	100%
PK-12 H&PE	3		3		2	100%
PK-12 Theatre	0		0		0	100%
Total	32		34		27	100%

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

100% of UVA Wise Completers can 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						

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.



School Default Rates
FY 2018, 2017, and 2016

[RETURN TO RESULTS](#)

Record 1 of 1

OPE ID	School	Type	Control	PRGMS	FY2018	FY2017	FY2016	
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	9.1	13	13.4
					No. in Default	38	58	56
					No. in Repay	415	446	415
					Enrollment figures	3474	3426	3816
					Percentage Calculation	11.9	13	10.8

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).