

1999 NCATE Annual Report

(Part C of the AACTE Annual Report)
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Section 1 - Institutional Information:

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NCATE ID:	11379
AACTE SID:	4765
Institution:	Virginia Polytechnic Institute and
Unit:	State University
Next Accreditation Visit:	Fall 2001
Deadline to Submit Final Version of Part C:	January 17, 2000

Section 2 - Unit Head Information

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Is the information above accurate? No - Please enter corrections below

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Section 3 - NCATE Standards Categories & Weaknesses Section

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Category I - Design of Professional Education (*Standards I.A through I.I*)
Conceptual Framework(s), General Studies for Initial Teacher Preparation, Content Studies for Initial Teacher Preparation, Professional and Pedagogical Studies for Initial Teacher Preparation, Integrative Studies for Initial Teacher Preparation, Advanced

Professional Studies, Quality of Instruction, Quality of Field Experiences, Professional Community.

Evaluations, changes, and improvements under Category I standards during this year:

During the past year the unit has engaged in several initiatives directly related to Category 1. To improve the quality of the field experiences, we received a grant to establish a Clinical Faculty Consortium, comprising three local universities and nine school systems, which serve the teacher preparation programs of the three universities. One hundred eighty teachers are participating in a two-year effort of upgrading their skills in facilitating and nurturing the growth of pre-service teachers in field experiences. Many of these teachers have already worked with student teachers; others are participating to qualify to have student teachers. We see this consortium as a way of helping cooperating teachers view themselves as an integral part of the teacher preparation programs.

As part of the Virginia Department of Education approval process, we are currently aligning our programs with new state standards. However, as an extension of that process, we are also aligning the programs with INTASC standards and the teacher preparation guidelines established by the content specific national professional organizations. This second piece will take two or more years to fully implement. Secondary programs have engaged in this process this year and are devising an evaluation system that reflects the new alignment.

The Center for Teacher Education was established expressly to provide a place from which to coordinate activities among the teacher preparation faculty as well as represent teacher education issues within the university and the public school communities with which we work. The Center Advisory Committee has a representative from each cluster of teacher preparation programs. This Advisory group develops policies relating to teacher education at Virginia Tech and formulates responses to various state and local issues.

The Professional Education Committee was re-established last year with representatives from Art & Sciences faculty, teacher education faculty, public school faculty (clinical faculty who supervise various field experiences), and public school central office personnel. This advisory group taps a wider community for input about teacher education.

Category I Weaknesses Cited During Previous Visit:

The conceptual framework is not shared, coherent, or consistent across programs.

We believe we have made significant progress in the Category 1 cited weakness, the conceptual framework is not shared, coherent, or consistent across programs. In the past all programs have operated from a strong conceptual base tied to standards set by

professional organizations for the content areas. However, the Center for Teacher Education has provided an impetus to reassess how the conceptual framework should be articulated, thus designing core principles that unify the various programs. Using the INTASC standards, teacher preparation standards of the professional content organizations, and technology standards from ISTE has provided a way for the dialogue among programs to begin. Currently the secondary core academic programs have made good progress in aligning standards and developing evaluation (performance assessment) of those standards. Evaluation has been framed to reflect the INTASC and professional content standards and multiple input points are incorporated into the evaluation process. We are well into that process but not nearly finished. The other programs will begin a similar approach during the next academic year.

Category II - Candidates in Professional Education (*Standards II.A through II.D*)
Candidate Qualifications, Candidate Composition, Monitoring and Assessing Progress, Ensuring Competence.

Evaluations, changes, and improvements under Category II standards during this year:

The Center for Teacher Education has been instrumental in starting to bring about uniform requirements for admission and retention and completion of initial licensure students. Records on student progress are maintained in the Center for Teacher Education. Admission qualifications and program requirements for all programs are posted on the Center web site at <http://www.chre.vt.edu/admin/certification/>.

Category II Weaknesses Cited During Previous Visit:

(Initial Teacher Preparation) The unit does not have policies to ensure admission of quality candidates.

The Category II cited weakness, the unit does not have policies to ensure admission of quality candidates to initial teacher preparation programs, relates to the fact that a few programs did not have a 2.5 QCA admission requirement. Currently, all graduate licensure programs require a 3.0 for admission; those programs are English, science, history/social sciences, and elementary PK-6. The Mathematics Department recently approved a graduate teacher preparation program for fall 1999. That program will require a 3.0 QCA for entry; however, the Mathematics department will continue its baccalaureate program with a one-semester extension for student teaching. Admission to student teaching in that program will require a 2.5 QCA. All other undergraduate programs require a 2.5 QCA and passing Praxis I prior to student teaching although in two programs (health and physical education and technology education) students may be accepted provisionally into the programs with less than a 2.5.

Category III - Professional Education Faculty (*Standards III.A through III.D*)
Faculty Qualifications, Faculty Composition, Professional Assignments, Professional Development.

Evaluations, changes, and improvements under Category III standards during this year:

The quality of faculty remains high as does the ratio between male and female faculty. Educational Leadership has made great strides in hiring women in the past two years. Travel budgets for conference participation and professional development are adequate and as good as our peer institutions.

Category III Weaknesses Cited During Previous Visit:

The unit has not been successful in retaining a culturally diverse faculty.

The Category III cited weakness, the unit has not been successful in retaining a culturally diverse faculty, continues to be problematic for us. We have made little if any progress during the past year in this area, although any number of efforts have been made. Despite extensive efforts, two searches for social studies education and English education this past year yielded few applicants and only one minority candidate who did not fit the position advertised. At least two searches for teacher education faculty will take place next year. We will enlist the services of our Provost for Multicultural Affairs in trying to generate minority candidates for these openings. These efforts reflect an emphasis throughout the entire university to address the need for a more diverse student and faculty population. However, in addition to ethnicity, race and gender, the NCATE definition of "cultural diversity" includes language, religion, socioeconomic status, regional/geographical background and exceptionalities. The demographic information included on the faculty vitae, especially of "hires" since 1996 represent a diverse regional/geographical background. Coupled with the ethnicity, racial and gender data, we believe we are making progress if not in fact satisfying the intent of the Standard relating to Composition of Faculty.

Category IV - The Unit for Professional Education (*Standards IV.A through IV.C*)
Governance and Accountability, Resources for Teaching and Scholarship, Resources for Operation.

Evaluations, changes, and improvements under Category IV standards during this year:

At the time of the last visit, the College of Education had just been merged with the College of Human Resources. Several governance issues have since been resolved. P&T guidelines and policies and faculty evaluations have now been brought together under the same governance umbrella.

Category IV Weaknesses Cited During Previous Visit:

The unit is unable to ensure that its responsibilities are carried out in a unified manner.

Dispersal of the unit to numerous university locations is detrimental to the accomplishment of the unit's mission.

Accessibility of curriculum materials is difficult.

The first weakness cited in Category IV, the unit is unable to ensure that its responsibilities are carried out in a unified manner, has been addressed in large part by the Center for Teacher Education, which has been able to provide a focus on education within the new college. All licensure and certification issues go through the Center. The Center Advisory Committee with representatives from all programs provides a way to discuss issues and make programmatic decisions. The Professional Education Committee provides input from the various constituencies within and outside the university that impact on teacher education.

The second weakness cited in Category IV, dispersal of the unit to numerous university locations is detrimental to the accomplishments of the unit's mission, is not something that can be addressed on any short term basis. At present, Education is on the University's five year plan for a building.

The third weakness cited in Category IV, accessibility of curriculum materials is difficult, continues to be open to interpretation for us. Students in programs have direct access to curriculum materials related to their course of study from faculty and program offices. TESH curriculum materials are organized by content and are housed on the fourth floor in War Memorial Hall as well as in the science and mathematics classrooms. The College Librarian for Human Resources and Education provides major centralized support. She maintains an office in War Memorial Hall in the department of Teaching and Learning. The librarian's services include traditional library support such as reference, library instruction, and purchase of books for the University Libraries's collection. Additional support includes providing remote, electronic information available over the Internet and through other library mediated tools (ERL Database, Firstsearch, Carl Reveal, and Infotrac). Virginia Tech has chosen to move toward technological resources for curriculum rather than the traditional notion of a curriculum lab. A newly opened technology enhanced classroom (TEC) dedicated to the secondary programs is broadening the concept of curriculum information. The majority of faculty and students are pleased with this approach.

Additional Changes in the Unit:

Enter the Name of the Person Filling Out the Report: Patricia P. Kelly