

2000 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 & State
University
Unit: College of Education
Next Accreditation Visit: Spring 2003
Last Accreditation Visit: Spring 1998
Deadline to Submit Final Version of Part C: 12/25/2000

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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Section A. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

During the past year the unit has engaged in several initiatives directly related to Section A. As part of the Virginia Department of Education approval process, we aligned our programs with new state standards. However, as an extension of that process, we also aligned the programs with INTASC standards and the teacher preparation guidelines established by the content specific national professional organizations. This second piece is in the implementation stage although changes are being made as a result of formative evaluation. Evaluation instruments and rubrics are being developed to assist with the evaluation of the standards.

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 is beginning its third 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.

The Unit is developing an Electronic Exhibit Room that allow us to show all faculty, the programs, the syllabi, the working committees, the graduates and their performance assessment in a comprehensive, on-going way. We believe this approach will assist in coordinating and systematizing the education programs.

Conceptual framework weaknesses cited as a result of the last NCATE review:
The conceptual framework is not shared, coherent, or consistent across programs.

Please indicate how the unit has addressed these weaknesses.

We believe we have made significant progress in the Section A 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. Elementary programs have begun to reassess their programs in view of the new standards and as part of implementing a new five-year program.

Section B. Candidate Performance

Standard 1. Candidate Knowledge, Skills, and Dispositions

Candidates include persons preparing to teach, teachers who are continuing their professional development, and persons preparing for other professional roles in schools such as principals, school psychologists, and school library media specialists. preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students "All students" includes students with exceptionalities and of different ethnic, racial, gender, language, religious, socioeconomic, and regional/geographic origins. learn. Assessments indicate that

candidates meet professional, state, and institutional Institutional standards are reflected in the unit's conceptual framework and include candidate proficiencies. standards.

Please describe the unit's plans for and progress in meeting this standard. (Refer to the NCATE 2000 Unit Transition Plan for information regarding the levels at which units should address Standards 1 and 2 during the first 4 years of NCATE 2000 implementation)

We have held joint planning meetings with faculty from the Education Unit and Arts & Sciences to align content standards and develop portfolio tasks that students will present as a culmination of their teacher preparation. The electronic portfolios will demonstrate students' competence in meeting technology standards as well as specified tasks that address INTASC and teacher preparation standards of professional content organizations. Rubrics have been developed for assessment of the secondary portfolios. These portfolios will be available in the electronic exhibit room being developed for the NCATE Continuing Accreditation 2000 Standards

Weaknesses related to Standard 1 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these weaknesses.

Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Please describe the unit's plans for and progress in meeting this standard. (Refer to the NCATE 2000 Unit Transition Plan for information regarding the levels at which units should address Standards 1 and 2 during the first 4 years of NCATE 2000 implementation)

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/>.

Data bases are being developed to track each student from admission through graduation, to include performance on entrance and exit tests, field experience evaluations, job placement, and feedback on job performance. We currently have complete data for one year and partial data for two years.

Weaknesses related to Standard 2 cited as a result of the last NCATE review:

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

Please indicate how the unit has addressed these weaknesses.

The Section B 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. A new admission document for HPE and VTE has been approved this year.

Section C. Unit capacity

Standard 3. Field Experiences and Clinical Practice.

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

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 the second year of this two-year project of upgrading their skills in facilitating and nurturing the growth of preservice 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. We have just received another two-year grant to extend the work of the Clinical Faculty Consortium to include computer video conferencing and developing an Electronic Learning Community for Early Career Development. That web-based project will assist us in not only staying connected to our graduates so that they can inform the work of our programs but also to engage with them during their transition to teaching.

Weaknesses related to Standard 3 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these weaknesses.

Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students

learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

The College has established an active Diversity Committee to assess actions we might take and to formulate strategies for increasing the diversity of both our faculty and students in teacher preparation. We are working with both feeder community colleges and with Arts and Sciences to promote teacher education those venues, especially with minority students. The College also has a Diversity plan of action that has been adopted.

Weaknesses related to Standard 4 cited as a result of the last NCATE review:

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

Please indicate how the unit has addressed these weaknesses.

The Standard 4 (Section C) 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 a number of efforts has been made. We are currently engaged in faculty searches that we intend to yield minority faculty. Recently, an African American female faculty member was promoted to associate dean in the college.

The Assistant Provost for Multicultural Affairs worked with us to provide African American graduate assistants for the five-year elementary program. Those students are engaged in a semester school-based field experience targeting the many facets of diversity.

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. Educational Leadership has made great strides in hiring women in the past two years. 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.

Standard 5. Faculty Qualifications, Performance, and Development.

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:

Weaknesses related to Standard 5 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these weaknesses.

Standard 6. Unit Governance and Resources.

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit 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.

Weaknesses related to Standard 6 cited as a result of the last NCATE review:

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.

Please indicate how the unit has addressed these weaknesses.

The first weakness cited in Standard 6, "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 Standard 6, "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 five-year plan for a building, and we have submitted a conceptual framework for using such a building based on a research development model.

The third weakness cited in Standard 6, "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 Library's collection. Additional support includes providing remote, electronic information available over the Internet and through other library mediated tools (ERL Database, Firstsearch, Card 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.

Section D. Other weaknesses cited during the prior visit.

Other evaluations, changes and improvements during this year:

**Other weaknesses cited as a result of the last NCATE review:
Please indicate how the unit has addressed these weaknesses.**

Additional Changes in the Unit:

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