

2001 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:	10/21/2001

Section 2 - Unit Head Information

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Is the information above accurate? Yes - Skip to NCATE Standards Section

Corrected Unit Head:
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President Full Name Dr. Charles Steger
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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 Center for Teacher Education Advisory/NCATE Steering Committee held a variety of forums to discuss and collaboratively develop a Conceptual Framework that reflects all programs. The over-arching principle of the framework is that Virginia Tech Professional Education is a "community of learners." Belonging to a community of learners means that as educators we learn with our professional education candidates as we expect them to learn from their students. The process of learning is not only development but also ongoing.

Three questions provide lenses through which we examine this community of learners: How do professional educators, P-12 teacher education candidates, and students learn? What is effective teaching? What is the context in which teaching and learning occur? The four pillars of the Conceptual Framework are Inquiry, Technology, Standards, and Diversity.

The Center and the faculty are now assuring that knowledge of the Conceptual Framework is widespread among education faculty, Arts & Sciences faculty, clinical faculty, and professional education students. During this next year that will be a major thrust.

Conceptual framework weaknesses cited as a result of the last NCATE review:

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

We believe we have made significant progress in the Section A weakness in 1998, "the conceptual framework is not shared, coherent, or consistent across programs." At that time all programs operated from frameworks derived by standards set by professional organizations in the content areas and on research in those content areas.

Now we have a Conceptual Framework that has been collaboratively developed, that reflects our core principles, and that can serve to support the work of all programs. The Conceptual Framework is not a statement that once developed can be put aside; it is a document that expresses our core beliefs. It is now imperative that all programs show they are acting on those beliefs. The discussions during last year that led to consensus for

the Framework have helped to bring programs together in their thinking and were critical in preparing faculty for a unit-wide, systematic assessment of candidates' performance.

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. Candidates 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. Assessments indicate that candidates meet professional, state, and institutional standards. 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) Faculty from the secondary Education Unit and Arts & Sciences faculty have aligned content standards and have developed portfolio tasks that demonstrate candidates' knowledge and performance at the end of teacher preparation. The electronic portfolios demonstrate students' competence in meeting technology standards as well as specified tasks that address INTASC and teacher preparation standards of professional content organizations. Rubrics were developed for assessment and data are available for 2001 graduates in English, social studies, and sciences. Guidelines for the electronic portfolios, rubrics, and examples of portfolios are accessible at <http://www.tandl.vt.edu/TESH/TESHPortfolioGuide.html>. As faculty and students engaged in this process during the year, they noted areas that need refinement and clarification, which is the work of this year. Additionally, faculty are collaboratively designing tasks to be completed at various stages across the candidates' programs so that performance assessments can be conducted systematically throughout the programs and those assessments will be compiled and tracked. The tasks, however, will also become part of the culminating electronic portfolio.

One elementary program, the graduate, 5th year program has participated in the same work described above. The other five-year elementary program is relatively new and is currently in the 5th year of its first cohort, i.e. there have been no graduates of the program as yet. Faculty have aligned the program with all standards, ACEI, ISTE, INSTAC, and state. They have a well-defined system of monitoring candidates through the program. The work of this year is to further define tasks throughout the program to assess and collect performance data. Vocational technical programs and the physical education program have been aligned with appropriate standards and are defining programmatic tasks and performance measures.

A further way to demonstrate that candidates know the subjects they are teaching is through the Praxis II content knowledge tests required by the state. These data are available in databases for each program as well as aggregated.

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 bringing about uniform requirements for admission and retention and completion of initial licensure candidates. Records are maintained on student progress in the Center office, including required state tests, field experience evaluations, portfolio evaluation. Admission qualifications and program requirements for all programs are posted on the Center web site at <http://teachered.tandl.vt.edu> . Undergraduate education programs have developed a consistent admission, progress, and exit process. This process is described at <http://www.tandl.vt.edu/undergradpol.htm>.

All 2001 graduates are completing a survey on job placement and context for their teaching. This will allow us to elicit feedback from principals on their job performance during the first year of teaching and subsequent 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 weakness cited in 1998, "the unit does not have policies to ensure admission of qualify candidates to initial teacher preparation programs," relates to the fact that a few programs did not have a 2.5 GPA admission requirement in 1998. Currently, the majority of initial licensure programs are now at the graduate level and require a 3.0 GPA for admission to graduate study. Those graduate programs in English, science, history/social studies, and elementary PK-6 also require interviews. The 5-year PK-6 elementary program is one of the most highly selective programs in the University, ranking only behind engineering. The progress of those students is monitored and assessed throughout the four-years. To continue in the 5th year, students must meet the

same criteria as the other graduate programs: 3.0 GPA, Praxis I passing scores, and recommendations from their field experiences.

The mathematics education has two avenues, one graduate and the other undergraduate. The graduate program requires a 3.0 GPA for admission. The undergraduate program requires a 2.5 GPA. Both music and foreign languages also have both graduate and undergraduate routes; both require 2.5 GPA and Praxis I as well as proficiency tests in the particular area of music or the target foreign language. The other undergraduate programs require a 2.5 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 GPA. Progress is closely monitored and students must have a 2.5 and Praxis I prior to entering student teaching.

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: Teacher candidates must have a total of 300 hours of field experience; of which 150 hours must be in student teaching when the candidate is responsible for instruction.

Some programs now have field experience evaluations tied to INTASC standards and are uniform within program areas so that most of the data can be aggregated. For example, the graduate secondary programs use a student teaching evaluation instrument aligned with standards and collaboratively designed with clinical faculty. The data from the items on the evaluation are kept in databases in the Center for Teacher Education and will be used for program evaluation during the current year. The PK-6 graduate elementary programs have an evaluation instrument that differs somewhat from the secondary instrument because it was collaboratively designed by clinical faculty in the schools where the programs are located. The instrument is tied to INTASC standards and the data are also entered into a database for that program. One year of data are available because the five-year program did not have graduates last year.

Another initiative that will improve the quality of the field experiences is the Clinical Faculty Network, established through a two-year continuation of a previous two-year grant. In addition to working intensively with 22 school team leaders who in turn work with clinical faculty in their schools, the Network has developed a video-conferencing system placed in key schools to enhance the quality and frequency of contact between schools and university supervisors and student teachers. The grant is also allowing us to develop an Electronic Learning Community for Early Career Development. This web site 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 Diversity Committee is an active faculty initiative that has accumulated a library of K-12 curriculum materials (books, articles, videos, and web based citations) that teacher candidates can draw on. Additionally, another sub-group within the committee has worked on collecting and discussing materials for faculty to infuse diversity issues within their teacher preparation courses. The Committee is funded as a study group within the Center for Excellence in Undergraduate Teaching.

Students are required in their portfolios to demonstrate how they address diversity within their teaching. Additionally, faculty are targeting specific areas of their courses to develop tasks for students to demonstrate their performance with specific areas of diversity. The area we need to develop next is a systematic way to address dispositions about diversity throughout the program.

During the past year the College became the second college within the University to adopt an aggressive hiring plan approach that had been piloted by the College of Arts & Sciences. This approach calls for significant oversight by department heads and the Dean to assure a good pool of diverse applicants.

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) weakness cited in 1998, "the unit has not been successful in retaining a culturally diverse faculty" continues to be problematic for us. However, last year we did hire an African-American woman science educator.

The efforts to address diversity extend throughout the University, diversity in both student and faculty populations. 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 faculty vitae represent diverse regional/geographical

backgrounds. 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:

All faculty have doctorates and have an excellent record of scholarship and service. They have good relationships with Arts & Sciences faculty in those programs that are tied to A& S. In addition their relationships with school based educators is ongoing and deep.

The Center for Teaching Excellence provides professional development opportunities throughout the year, and professional education faculty are both participants and presenters. The Faculty Development Initiative, run by the University, provides all faculty with new computers and technology every three years if they engage in a workshop designed specifically for their department's needs. This initiative has enabled our faculty to keep on the cutting edge of infusing technology into the teacher preparation courses.

The College faculty are engaged in developing a peer evaluation system that will add significantly to the student evaluation data. Also teaching effectiveness is not only an important part of the Promotion and Tenure process, but the Promotion and Post-Tenure Review Process as well.

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:

The establishment of the Center for Teacher Education has helped define professional education that is located within a College that has four departments other than the two in education. However, in assessing how the Center was operating, it was clear that more was needed. During the past year, a Professional Education Council, comprised of the

Dean of the College, the Department heads of Teaching and Learning, Educational Leadership and Policy Studies, and Human Development (in which students in the 5-year Elementary, ECE, program reside during their undergraduate preparation), the Associate Dean for Undergraduate Studies, the Associate Dean for Graduate Studies, and the Director of the Center for Teacher Education, was established. The Professional Education Unit was defined as the Department of Teaching and Learning, the Department of Educational Leadership and Policy Studies, the faculty in Human Development who serve the ECE program, the faculty in the College of Agriculture and Life Sciences who manage and teach in the agriculture education program, and the A& S faculty with joint appointments in education. This definition has provided guidelines for collecting data relating to faculty, courses, and resources. Because the Professional Education Unit resides in three Colleges and two education Departments, the definition of its scope has helped extrapolate data from a variety of reports.

**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 in Standard 6 cited in 1998, "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 with a College that has only two education departments and four other departments. All licensure and certification issues go through the Center. The Center Advisory Committee/NCATE Steering 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. And the newly formed Professional Education Council provides a vehicle tied closely to governance issues within the College and University.

The second weakness cited, "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. Currently, Education is on the five-year plan for a building, but state funding may affect those plans adversely.

The third weakness, "accessibility of curriculum materials," 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 as well as the library. TESH curriculum materials are organized by content and are housed on the fourth floor of War Memorial Hall as well as in the science and mathematics classrooms and the

Technology Enhanced Classroom. The College librarian for Education provides major centralized support for students and faculty. She maintains an office in War Memorial Hall in the Department of Teaching and Learning, the largest department in the College. 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. Faculty and students are pleased with this approach, and we believe the approach puts us on the cutting edge of managing curriculum resources.

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.

Section 4. - Program Information from Title II, Appendix C, Institutional questionnaire, Section II, Program Information.

(Note: The data reported here should be identical to what was submitted to your state on April 7,2001)

Teacher preparation program definition

A. Enrollment: What was the total number of students enrolled in your teacher preparation program during the academic year 1999-2000, including all areas of specialization?

492 (total number of enrolled students; from Question A.1)

B. Supervised student teaching: How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000

198 (total students in supervised teaching; from Question B.2)

Number of supervising faculty (Supervising Faculty Definition)
1999-2000

Prior Year

Appointed full-time faculty in professional education

12

N/A

Appointed part time faculty in professional education and full-time in institution

4

N/A

Appointed part-time in professional education; not otherwise employed by institution

18

N/A

Total supervising faculty

34

N/A

1

Participation data: (question 5)

a. The average number of hours per week required of student participation in supervised student teaching in these programs was:

15 hours.

b. The total number of weeks of supervised student teaching required is:

15 weeks.

c. The total number of hours required is:

150 hours.

Additional Changes in the Unit:

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