

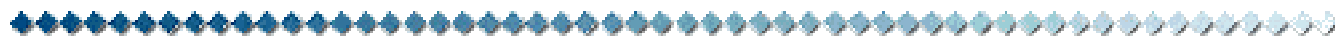
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The Standard of Excellence
in Teacher Preparation

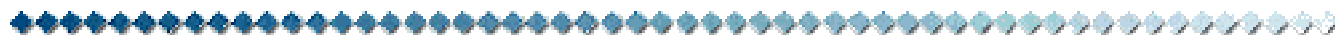
2003 NCATE Annual Report (Part C of the AACTE Annual Report) [Printable Version]

Section 1 - Institutional Information:



NCATE ID: 11379
AACTE SID: 4765
Institution: Virginia Polytechnic Institute & State University
Unit:
Next Accreditation Visit: S08
Last Accreditation Visit: S03
Deadline to Submit Final Version of Part C: 10/01/2003

Section 2 - Individual Contact Information



Unit Head Name: Dr. Jerry Niles
Unit Head Email: niles@vt.edu
Unit Head Phone: (540) 231-6426
Unit Head Fax: (540) 231-7157
Institution Unit Phone: (540) 231-5174
1st NCATE Coordinator: Dr. Susan Magliaro
1st Coordinator Title: Director, Center for Teacher Education
1st Coordinator Phone: (540) 231-1802
1st Coordinator Fax: (540) 231-3717
1st Coordinator Email: sumags@vt.edu
2nd NCATE Coordinator:
2nd Coordinator Title:
2nd Coordinator Phone:
2nd Coordinator Fax:

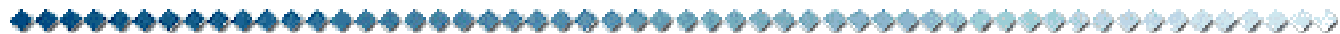
2nd Coordinator Email:

CEO: Dr. Charles Steger
CEO Phone: (540) 231-6231
CEO Fax:
CEO Email: orourkek@vt.edu

Is the information above accurate?

Corrected Unit Head:
Corrected Title of Unit Head
Corrected Unit Head Email:
Corrected Unit Head Phone:
Corrected Unit Head Fax:
Corrected 2nd Unit Head:
Corrected Title of 2nd Unit Head
Corrected 2nd Unit Head Email:
Corrected 2nd Unit Head Fax:
Corrected Institution Unit Phone:
Corrected 1st NCATE
Coordinator:
Corrected 1st Coordinator Title
Corrected 1st Coordinator Phone:
Corrected 1st Coordinator Fax:
Corrected 1st Coordinator Email:
Corrected 2nd NCATE
Coordinator:
Corrected 2nd Coordinator Title:
Corrected 2nd Coordinator
Phone:
Corrected 2nd Coordinator Fax:
Corrected 2nd Coordinator
Email:
Corrected CEO Full Name:
Corrected CEO Phone:
Corrected CEO Fax:
Corrected CEO Email:

Section 3 - NCATE Standards Categories & Weaknesses Section



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:

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

Section B. Candidate Performance

Standard 1. Candidate Knowledge, Skills, and Dispositions

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 learn. Assessments indicate that candidates meet professional, state, and institutional 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 year of NCATE Unit Standards implementation)

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

The unit has not developed clear dispositions that candidates are expected to demonstrate.

Please indicate how the unit has addressed these areas of improvement (Optional).

Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the applicant qualifications, 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 year of NCATE Unit Standards implementation)

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

The unit has not articulated a plan for the systematic review of candidate and program data to improve program and unit operations.

The unit has not linked its performance assessment measures to candidate performance expectations at identified transition points

Education faculty and the P-12 professional community have had limited involvement in the design of the unit assessment system.

Please indicate how the unit has addressed these areas of improvement (Optional).

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:

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

Please indicate how the unit has addressed these areas of improvement (Optional).

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:

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

Please indicate how the unit has addressed these areas of improvement (Optional).

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:

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

Please indicate how the unit has addressed these areas of improvement (Optional).

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:

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

Inconsistent communication among programs adversely affects the design of the assessment plan.

Please indicate how the unit has addressed these areas of improvement (Optional).

Section 4 - Program Completers

The total number of candidates who completed education programs (initial & advanced) during the 2002-2003 academic year? 312

Enter the Name of the Person Filling Out the Report: