

**NCATE**The Standard of Excellence  
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## 2005 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:	S10
Last Accreditation Visit	S03
Deadline to Submit Final Version of Part C:	11/18/2005

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## 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:**

During the past three years, a major reorganization of education programs has been underway at Virginia Tech. Two relatively isolated departments --Educational Leadership and Policy Studies and Teaching and Learning?have been merged into a new School of Education. The merger became final on July 1, 2006, with the centralization of personnel and budget responsibilities for all professional education programs under the director of the School of Education. The director supervises two administrative units--the Office of Academic Programs and the Office of Educational Research and Outreach?and three programmatic units?Teaching and Learning, Learning Sciences and Technologies, and Educational Leadership and Policy Studies. The two administrative offices have associate directors appointed by the director, and the three programmatic units have departmental unit chairs elected by the faculty. In addition, each professional education program has an elected program leader who has responsibility for working directly with the faculty in collaborative ways to develop, implement, and evaluate candidates and the program.

This new organizational structure is providing opportunities for uniting programs and faculty around three primary concepts: inquiry, leadership, and advocacy. These concepts were identified last year through numerous meetings with School of Education faculty, PK-12 colleagues, and content specialists from the majors of education candidates.

The three concepts merge to form a vision for the School of Education as a unit that contributes to the development and dissemination of knowledge on the critical problems of education, that develops all candidates into leaders within their fields, and that advocates for educational policies, programs, and practices that support the education of all PK-12 students. Every tenure-track faculty member is expected to have a research agenda and to contribute to the literature in his or her field. Every candidate is expected to acquire skills of inquiry that can be used in his or her professional work, either through conducting action research or reading and using research-based knowledge to facilitate the learning of all students for whom they are responsible, including all subgroups identified in the No Child Left Behind legislation. Every faculty member is expected to be a teacher of leadership, and candidates are expected to acquire leadership knowledge, skills, and dispositions that they can use in their work in schools. And, finally, every faculty member is expected to help candidates acquire knowledge of personal and environmental conditions that affect learning; develop skills of advocacy for policies, programs, and practices that facilitate the learning of all children; and acquire those dispositions that move them to an action agenda for the benefit of all children, but especially for those subgroups that tend to have a more difficult time in the American educational system?students with special needs, English language learners, children in poverty, and children from some ethnic groups.

These concepts are beginning to permeate the thinking and work of faculty and candidates; however, there is much work to be done to embed these ideas into the minds and hearts of all constituents of the School of Education. They must be infused in

the curriculum of all programs. It is expected that the integration of these concepts will take place gradually throughout the next few years and should be firmly in place by the next review by NCATE. If the School of Education is successful, syllabi will reflect the three concepts; data will be available on relevant measures of knowledge, skills, and dispositions; and faculty, staff, and candidates will discuss intelligently how the School of Education develops candidates who inquire, lead, and advocate for education and children.

### **Conceptual framework Areas for Improvement cited as a result of the last NCATE review:**

No areas for improvement were identified in the 2003 NCATE report; however, the School of Education is in a continuous improvement mode as indicated by the major revision in the conceptual framework described above. This conceptual framework has a simplicity and elegance not found in our 2003 report. The three concepts are easily comprehended, can be infused within the curriculum without major upheaval, can be measured, and can be communicated to School of Education constituents with clarity. They are broad enough to be applicable to all professional programs within the School of Education. The road ahead for implementing the conceptual framework is clear and is continuing.

## **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.

There are two avenues to teacher licensure in the School of Education at the present time. Undergraduate candidates who began programs in 2003 or earlier complete their degrees in a content field (math, science, history, etc.) or interdisciplinary studies (elementary education) and simultaneously complete requirements for teacher licensure. Candidates who have completed an undergraduate major in a content field or in interdisciplinary studies (elementary education) complete requirements for teacher licensure at the graduate (master's) level. By the fall of 2008, all undergraduate teacher licensure programs will be phased out, and only graduate (master's) teacher licensure programs will remain. Thus, all candidates, now and in the future, will graduate from School of Education programs with strong content knowledge appropriate to their areas of licensure.

Pedagogical knowledge and skills are developed through carefully sequenced courses, an early field experience (observation and interaction in classrooms), and an internship (student teaching). Field experiences are closely supervised by clinical faculty with recent experience in the fields of the candidates.

Content knowledge is assessed with end-of-course tests, PRAXIS I, and PRAXIS II. The two PRAXIS tests must be passed before entering student teaching. This requirement took effect with the 2005-2006 academic year. Pass rate for both PRAXIS I and PRAXIS II was 100%.

Pedagogical knowledge is assessed with end-of-course tests, rubrics applied to a student teaching portfolio, and the Virginia Reading Assessment (VRA). The VRA is required for elementary education, reading specialist, and special education candidates only and must be taken prior to the issuance of a teaching license. Although the criterion score does not go into effect until July 1, 2006, 79 of our candidates have taken the test. Scores are not yet available.

In educational leadership, all candidates are now (July 1, 2005) required to pass the School Leaders Licensure Assessment. The criterion score is 165. During 2005, 28 candidates took the test and 89% scored at or above the criterion. Knowledge and skills are assessed in educational leadership with end-of-course and end-of-program examinations and portfolios and internship assessments. Dispositions will be assessed once appropriate measures are developed and implemented.

In counselor education, the knowledge, skills, and dispositions are assessed with end-of-course examinations, simulated counseling sessions, direct counseling sessions with clients, and internship evaluations.

Based on surveys of school principals of our 2004 teacher education graduates, our students receive high marks. For example, 95% of the principals rated our teacher candidates as either distinguished (63%) or proficient (32%) in their demonstrated knowledge of subject matter. Ninety-three percent rated our graduates either distinguished (63%) or proficient (30%) in demonstrating the belief that all children can learn. And, 94% rated our graduates as either distinguished (64%) or proficient (30%) in impacting student learning.

### **Areas for 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 for Improvement (Optional).**

This has been problematic for the School of Education during the transition from the two departments to the unified School of Education. The conceptual framework under which the two departments were working was not articulated well enough to permit the development of dispositions with sufficient breadth to be acceptable to the broad range of programs within the departments. However, the new tripartite conceptual framework has the potential, we believe, for the identification or development of meaningful dispositions that can be stated clearly and adequately measured to stand close scrutiny by constituents of the School of Education and courts. The identification or development of relevant dispositions will occur simultaneously with the infusion of the conceptual framework. They must go hand in hand. We should have these fully in place with appropriate measures and data by the next review by NCATE. During 2005-2006 we will continue to work with faculty, content specialists, and colleagues in the PK-12 schools to infuse both the conceptual framework and to identify or develop relevant dispositions. This will not be a quick process.

## **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.**

Several events have occurred in this area this year. An internal research and evaluation group was hired to develop a new data system for managing candidate information on student and program performance. Sample data are now being entered into the system and relevant reports will soon be generated to determine whether the system meets our needs. Two part-time people have been hired to work with the data system and with faculty and staff as the School of Education transitions from segmented departmental and program data systems to the unitary system.

We are now reviewing SPA report templates to determine commonalities and differences in the reports that will be needed by each of the programs. Assessment staff will work with program leaders and program staff to?

1. Identify the specific measures now available and in scattered data bases and bring those into the new data system.
2. Identify assessments and rubrics that are needed but not now available to assess candidate and program effectiveness.
3. Assist programs in developing new assessments and rubrics to assess candidate and program effectiveness.
4. Identify or develop dispositions that are clear enough to be assessed and that will meet the careful scrutiny of the constituents of the School of Education and the courts.
5. Create data printouts and reports that provide the information needed for programs to evaluate candidate and program performance and make adjustments as needed.

We will integrate Commonwealth of Virginia requirements for data when they become final within the next few months. It appears at this time that all professional education programs will be required to set goals and report data on two criteria: (1) the number of partnerships and collaborations based on PK-12 school needs, and (2) evidence of increased candidate enrollment, particularly in areas of teacher shortage in Virginia.

### **Areas for 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 for Improvement (Optional).**

The use of assessment data to improve candidate and program performance will continue to be non-systematic and problematic until the new data system is fully installed and meaningful reports become available. Our plan is to work with content specialists, PK-12 mentors and clinical faculty, PK-12 school leaders, departmental unit chairs, and program leaders and faculty to produce such reports as the following:

1. Required knowledge and skill assessments by candidate and program (PRAXIS I, PRAXIS II, School Leaders Licensure Assessment, Virginia Reading Assessment, and others as they are identified or mandated).
2. Required Commonwealth of Virginia assessments on collaborative partnerships and increases in numbers of candidates in critical shortage areas.
3. Knowledge assessments by candidate and program at transition points in programs.
4. Dispositions assessments by candidate and program at transition points in programs.
5. Skills assessments during and following field experiences and the internship.
6. Follow-up assessments once candidates are on the job.

7. Technology skills assessments.
8. Diversity assessments (intern placements, enrollments, breakdown of data by various categories of candidates).
9. Others as identified by the constituents of the School of Education.

Departmental unit chairs will work with program leaders, PK-12 clinical faculty, internship mentors, content faculty in other departments, PK-12 school leaders, and program faculty to analyze the data in the reports and develop plans to remediate or counsel out candidates who are not performing to standards and identify components of the preparation program that may not be working as well as they should. Resources will be provided to assist the unit chairs and program leaders and faculty to implement their plans of improvement. Participants in this effort will be asked to evaluate the quality of the reports provided to them and to recommend changes in the data collected and the format in which it is presented.

Groups of constituents have held numerous discussions over the past year, needed assessments have been identified, a data system has been developed, and a plan for use of data to improve candidate and program performance has been sketched. The multiple data systems now in use will be integrated into the new system, new data will be entered, and reports will be prepared for use by program leaders, faculty, and constituents. Further development, refinement, and implementation will continue throughout the coming 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:**

The Professional Education Consortium, consisting of Hollins University, Radford University, Roanoke College, Virginia Tech, and 90 PK-12 schools, continued to operate during 2004-2005. The Consortium is a collaborative effort to coordinate the placement of interns (student teachers, administrative interns, and counseling interns) in schools in the region, identify lead clinical faculty and clinical faculty, and develop lead clinical faculty, clinical faculty, and school leaders in ways that promote the goals of the professional education programs. The placement system installed during 2003-2004 has been modified based on feedback from the PK-12 partners to streamline the flow of requests for placement of interns. Planning, evaluation, and training sessions with all partners within the Consortium are held each semester.

Faculty, mentors, school administrators and supervisors, and students met to review the internship for the Program for the Preparation of School Principals and Supervisors on September 29, 2004. This group of over 25 people assessed the objectives, procedures, and evaluation of the internship and made several recommendations, which were implemented by the program manager for the Abingdon and Roanoke cohorts. Several internship objectives that were previously considered optional were made mandatory. The 720 clock-hour internship requirement for a full license over the two years of the program was reaffirmed, as was the placement of interns in all three levels of schooling, the central office, and a community agency that deals with families and children. Some changes on the horizon, as proposed by the Virginia Board of Education, are a reduction in the total clock hours for a full license to 440, evidence of opportunities for candidates to participate in hard-to-staff schools throughout their field experiences, evidence of contributions to PK-12 student achievement by candidates, and evidence of employer satisfaction with candidates completing and exiting the program.

All of the above changes proposed by the Virginia Board of Education apply to all professional education candidates (teachers, administrators, counselors) with the exception of the reduction in internship clock hours. Counseling will maintain 600 clock hours in its internship, and teacher preparation programs would increase their clock hours to 500, with a minimum of 300 clock hours in direct teaching. Numerous other changes are being proposed by the Virginia Department of Education in professional licensure. These will be integrated into our programs as they are approved.

Evaluation of the internship experiences in educational leadership is based on an internship log and three-way conferences held each semester over the two years of the preparation program. Performance on each objective, which is keyed to ELCC standards, is reviewed, and the mentor and campus clinical supervisor assess the intern's performance and mark it as met or continuing. If it is marked continuing, the mentor and campus clinical supervisor specify the work the intern must do to achieve the objective. Performance is then reviewed at the next three-way conference. This process continues to be used in the Abingdon and Roanoke cohorts. Data on candidate performance on the required objectives will be entered into the data base as evidence of meeting the ELCC standards.

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

**Please indicate how the unit has addressed these Areas for Improvement (Optional).**

No areas needing improvement were identified for this standard in the 2003 report.

#### **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:**

Advocacy is one of the legs of the tripartite conceptual framework for the School of Education. Faculty and candidates work in their courses and school-based clinical experiences to promote the learning of hard-to-reach students, especially those with special needs, those in poverty, those challenged by English as a new language, and those in minority or ethnic groups that have special learning needs. Elementary education candidates continue to do clinical experiences in both urban and full-inclusion settings.

Searches for new faculty during 2004-2005 resulted in hiring two new minority faculty members, one in mathematics education and the other in school counseling. Search committees for 2005-2006 will continue to search nationwide for candidates of diverse backgrounds, beliefs, and orientations.

Our student body at the graduate level continues to be diverse due to extended-campus programs in the National Capital Region (Washington DC and Northern Virginia), Richmond, Hampton Roads, Appalachian Virginia (Roanoke and Abingdon), and Malawi. School leaders are prepared at the doctoral level for leadership positions in schools and school district offices at the Richmond, Blacksburg, National Capital Region, and Hampton Roads sites. Licensure for school principals and supervisors is offered at the Hampton Roads, National Capital Region, and Appalachian Virginia sites. School teachers, education ministry officials, and university faculty are prepared at both the master's and doctoral levels in Malawi. School counselors are prepared at National Capital Region and Appalachian Virginia (Roanoke) sites.

The University as a whole has emphasized the importance of diversity through a number of activities, including the issuance of a statement on tolerance, the bi-annual university climate check-up, a range of "pipeline" recruitment programs, and the adoption by the Commission on Equal Opportunity and Diversity of "Standards for Inclusive, Policies, Programs, and Practices." The University was near the average of the top 30 research institutions in the percentage of tenured and tenure-track women (22% VT/25% Mean) and minorities (13% VT/15% Mean) in the fall of 2003 ([http://www.vt.edu/diversity/pdf\\_documents/diversityissues.pdf](http://www.vt.edu/diversity/pdf_documents/diversityissues.pdf)).

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

**Please indicate how the unit has addressed these Areas for Improvement (Optional).**

No areas of improvement were identified for this standard in the 2003 review.

#### **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 new tenure-track SOE faculty hired in 2004-2005 have doctoral degrees in their respective areas. All new and continuing tenure-track faculty are expected to maintain a research agenda, contribute to the knowledge in their fields, and seek funding to support their work. Support from the School of Education during 2004-2005 included graduate assistants, mini-grants for research, release time for research, and staff-development funds of at least \$1700 per full-time faculty member.

On the horizon is some differentiation of faculty staffing. The University has authorized hiring non-tenure track clinical faculty and the establishment of a series of ranks for these positions. The School of Education is considering hiring two clinical faculty to support the initial preparation of school leaders. This designation offers opportunities to hire clinical non-tenure track clinical faculty for the supervision of teacher education interns.

Faculty have been very productive during 2004-2005. The 65 faculty in the School of Education received \$4.7 million in funded grants and produced seven books, 32 book chapters, 82 refereed articles, 130 papers presented at professional conferences, and held 58 editorships.

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

**Please indicate how the unit has addressed these Areas for Improvement (Optional).**

No areas of improvement were identified for this standard in the 2003 report.

**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 School of Education officially became an integrated unit on July 1, 2005. Planning has been continuous since the fall of 2003, with the goal of bringing two disparate departments that seldom communicated with each other together in a single unit focused on preparing professionals at initial licensure and advanced levels. Budgetary and personnel responsibility now reside in the office of the director of the School of Education. Organizationally, the professional education programs reside in the Office of Academic Programs, one of the two administrative units within the School of Education.

Facilities have been renovated during this year to accommodate the needs of the math, science, and technology programs (major areas of emphasis in the School of Education). Computer labs have been refurbished and the latest hardware and software have been installed. Extended campus programs have up-to-date computer labs with software needed to support the research needs of both faculty and students. Wireless capability has been extended to all campus buildings and is available to all faculty and students.

**Areas for 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 for Improvement (Optional).**

The reorganization of the School of Education brings all programs under the control of the director of the School of Education. As a result, she has brought the program leaders to the table to discuss the assessment and improvement of programs. Efforts are now underway, as described under the conceptual framework and the assessment sections above, to work with departmental unit chairs, program leaders, faculty, and constituents to infuse the conceptual framework and related measures into all programs. The Office of Academic programs will work with these same people to establish appropriate measures for the knowledge, skills, and dispositions in their programs; collect needed data to assess performance on SPA and state standards; prepare relevant reports; and assist with improving the performance of both individuals and programs. Efforts will continue in this long-term effort throughout the next few years.

The School of Education website has been updated to facilitate communication. All programs have their own websites directly linked to that of the School of Education. School-wide meetings, including representatives from content fields and the public schools, will continue.

**Section 4 - Program Completers**

The total number of candidates who completed education programs within NCATE's scope (initial & advanced) during the 2004-2005 academic year?

423

**Please enter numeric data only.** (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2004-2005 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

**Enter the Name of the Person Filling Out the Report: David Parks**