University of the Virgin Islands
School of Education

Conceptual Framework

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Conceptual Framework

The unit has a well developed conceptual framework that establishes a shared vision for the unit's effort in the preparation of educators and other school professionals to work in P-12 schools and that provide guidance for the direction of the unit's programs, courses, teaching, candidate performance, scholarship, service and accountability.

Precondition 4.1 Overview of the Unit's Conceptual Framework

The Conceptual Framework in the School of Education at the University of the Virgin Islands was developed as a collaborative effort of the unit faculty and faculty in the College of Science and Mathematics and the College of Liberal Arts and Social Sciences. Development of this framework was initiated in 2007 and from continued dialog with past and current faculty and the NCATE Steering Committee, this version emerged.

The Conceptual Framework, which represents both initial and advanced programs, establishes a shared vision for the unit's efforts in preparing P-12 professionals and provides direction for the unit's programs, courses, instruction, candidate performance and unit accountability. The Conceptual Framework is comprised of the following aligned structural elements which reflect the requirements of NCATE: the vision and mission of the institution and unit; the unit's philosophy, purposes and goals; knowledge bases including theory, research, and the wisdom of practice; candidate proficiencies and a summarized description of the unit's assessment system.

The vision of the unit closely mirrors that of the institution which promotes excellence in education for its candidates and the societies that it serves and high expectations for its graduates. In keeping with its philosophy which states that quality education depends in large measure upon teaching competence, the unit advocates educators and faculty-scholars that utilize research to inform practice. To achieve its vision the unit proposes four themes: professional as reflective; professionals as enablers of student learning; professionals as active learners; and professionals as leaders. These themes serve as the foundation upon which candidate proficiencies, aligned with institutional and national standards, are developed.

The unit's assessment system is designed to collect data on applicants' qualifications, eligibility candidates and graduates performance, and unit operations. The system provides for the review of candidate performance at various transition points and data collected from multiple assessment measures. Built in the system are an intervention process and a process that ensures that assessment practices are fair, consistent, accurate, and free from bias. A major component of the system is a plan for evaluating unit operations. Domains included in the unit operations' are program quality, candidate and graduate performance, unit performance and faculty effectiveness. Expectations are set for each domain and assessments identified.

Data collected will be used to establish if candidates have met requirements as well as to inform recommendations for program and unit improvement

The unit anticipates that the conceptual framework will undergo further reviews, revisions and refinement as the unit and institution move towards a more excellent place.

Precondition 4.2 Vision and Mission of the Institution and Unit

Introduction

The University of the Virgin Islands, the only university in the territory, is a public liberal arts – based Masters II institution, a Historically Black College and University, and a Land-Grant University with an Agricultural Experiment Station, a Cooperative Extension Service, and the Virgin Islands Experimental Program to Stimulate Competitive Research (VI-EPSCOR). The institution is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, with its most recent accreditation being 2008.

The University of the Virgin Islands was chartered on March 16, 1962, as the College of the Virgin Islands by an act of the Fourth Legislature of the US Virgin Islands. According to that law, UVI's cornerstone objective is to provide for … "stimulation and utilization of the intellectual resources of the people of the Virgin Islands and the development of a center of higher learning whereby and wherefrom the benefits of culture and education may be extended throughout the Virgin Islands." The first campus opened on St. Thomas in July 1963, on 175 acres donated by the federal government. In 1964, the college founded a second campus on St. Croix on 130 acres also donated by the federal government. In 1967, the college added its first baccalaureate program and awarded its first degrees in 1970. Its first master's degree which was in the School of Education was awarded in 1976. The institution now offers forty academic degree programs of which thirty four are at the undergraduate level and six at the graduate level. Undergraduate programs include twenty five bachelor's degrees and nine associate degrees. Graduate programs include an Education Specialist Degree in School Psychology, Master of Business Administration, Master of Arts in Education, Master of Arts in Mathematics for Secondary Teachers, Master of Marine and Environmental Sciences and Master of Public Administration.

Similar to the evolutionary path of many institutions of higher learning across the nation, the College of the Virgin Islands was renamed the University of the Virgin Islands in 1986. This change reflected the institution's growth and diversification of its academic curricula, community and regional services and research programs. In that same year, the US Congress designated the university as one of America's Historically Black Colleges and Universities (HBCU), being the only HBCU outside the mainland US and the first to offer a degree program in Marine Biology. The institution holds membership in many higher education associations including Middle States Association of Colleges and Schools. The university also holds active membership in the Commission on Higher Education of State Colleges and Universities, the American Association of University Women, the American Council on Education, the Association of Caribbean Information Systems and the Association of Caribbean Universities and Research Institutes.

Over the years, however, the university has had many cooperative agreements with leading universities, making it possible for students to receive degrees not offered on University of the Virgin Islands campuses. One such agreement is with Boston University School of Medicine. Other cooperative agreements established with the British Virgin Islands and St. Martin (French/Dutch West Indies) encourage students to enroll in cohort programs resulting in Bachelors and Master Degrees at the University of the Virgin Islands. Less formal agreements exist in fields such as pre-engineering, pre-pharmacy and pre-medical technology. Today, the university enrolls approximately 2,600 full-time and part-time students on its two campuses.

Since its inception, the University of the Virgin Islands has had four presidents, the most current being Dr. David Hall, a native son of Savannah Georgia, Harvard Law School graduate and professional basketball player. Dr. Hall has replaced, Dr. LaVerne Ragster who became the first female president of the University of the Virgin Islands in 2002. Since being appointed President in 2009, Dr. Hall has been instrumental in developing a university-wide retention effort and has endeavored to ensure that shared governance become a reality at this institution. His passion for male students has motivated him to begin a 'Male Initiative' at the university whose primary purpose is to increase the number of men entering and earning degrees from the University of the Virgin Islands.

Vision and Mission of the University of the Virgin Islands

The vision of the University of the Virgin Islands, developed with broad institutional support and responsive to its dynamic environment, is to become an exceptional institution of higher education in the Caribbean dedicated to student success, committed to excellence, and pledged to enhancing the social economic transformation of the US Virgin Islands**.**

Its mission is to dedicate itself to the success of its students and to commit to the enhancement of the lives of the people of the US Virgin Islands and the wider Caribbean through excellent teaching, innovative research, and responsive community service. Its ten core values encompass students first, learning and scholarship, excellence, teamwork, collegiality and shared governance, inclusiveness of ideas, principled leadership, support to community, effective use of technology and an equitable reward system.

Vision and Mission of the School of Education

Overview

The School of Education is one of four academic areas at the University of the Virgin Islands. The primary authority and responsibility of the unit is to prepare high quality teachers, school administrators and counselors at the undergraduate level and the graduate level. Teacher preparation programs at the undergraduate level include majors in Elementary Education, Inclusive Early Childhood Education and secondary preparation in concentration areas of Mathematics, Science, Social Sciences, English and Spanish. The Inclusive Early Childhood Education major is consistent with the University's liberal arts focus and provides teachers of young children from birth to age eight, with the knowledge, skills and competencies to function in early care and education settings and in public schools. The program for elementary education majors is designed to provide broad preparation in the liberal arts, concentrated study in one selected content area, and professional preparation. Candidates enrolled in this program are prepared to become highly effective and successful professionals in a complex and ever changing society. An undergraduate program in Music Education has existed outside the unit and in the College of Liberal Arts, for many decades. The objective of this major is "to train students for professional careers as teachers and performers, prepare students for graduate studies in the discipline, provide opportunities for students in other academic areas to study music for cultural and professional values, and enrich the music experience of the University and community." Having been a part of what was formerly known as the Humanities Division from the inception of the university, this program is looked at as a permanent fixture in that unit. In an attempt to

adhere to NCATE requirements, both units are in dialog with regards to the future of this program.

Secondary preparation, unlike preparation in elementary education, requires that candidates satisfy general education requirements for the Bachelor of Arts concentration along with a focus on a discipline of choice.

At the graduate level, the School of Education currently offers a Master of Arts Degree in Education with concentrations in Educational Leadership, Counseling and Guidance, and Teaching.

A graduate program in Mathematics for Secondary Teachers, developed for a cohort of secondary mathematics teachers in the territory, by request of the Department of Education, is currently housed and managed in the College of Science and Mathematics. The School of Education and the College of Science and Mathematics are in dialog to ensure that this program meets the requirements of NCATE and has oversight in the School of Education.

A distinguishing feature of the School of Education has been its collaborations with Universities in neighboring Caribbean islands like the British Virgin Islands and French St. Martin. In both of these countries the School of Education has offered degrees at both the undergraduate and graduate level.

The profile of a School of Education student at the University of the Virgin Islands includes the following characteristics: one who is reflective and thus evaluates choices, actions, and decisions in the learning process; one who is an active learner who engages in critical thinking; one who uses his in depth understanding of content knowledge, professional and pedagogical knowledge to enable student learning; one who initiates and leads relationships with school colleagues, parents and the community to stimulate student growth and student development.

Vision and Mission of the School of Education

Vision

The vision of the School of Education, closely aligned to the institution's vision, is to promote standards of excellence in education for the students and the societies that it serves and to which it is committed. Its graduates are expected to demonstrate high levels of professionalism, academic achievement, and technological competence in a diverse, complex, and ever-changing world. The unit advocates learner-centered education and faculty-scholars that utilize research to inform practice. To achieve this vision, the unit promises to ensure that:

1. its candidates and graduates are highly qualified professionals and competent
2. its teacher candidates and other school professionals will engage in active learning experiences appropriate to the requisites of undergraduate and graduate programs.
3. that the unit utilizes technologies which reflect best practices in education
4. the unit collaborates with other units within the University to better prepare school professionals.
5. the unit develops collaborations with the Caribbean and the world and partners with the Department of Education, the Board of Education, other non-public school agencies as well as other stakeholders in the community.
6. that the unit engages in best instructional practices that are student-centered and informed by scholarly research

7.   its faculty engage in practices that would attract and retain qualified candidates in the unit.

Mission

The Mission of the School of Education is to dedicate itself to the success of all students through its excellent teaching and to prepare competent and effective P – 12 teachers and other school professionals, including school administrators and school counselors, to function in highly complex and diverse settings and to promote academic excellence and student success in order to build a better future for individuals in the territory, the wider Caribbean and the World.

Precondition 4.3 The School of Education's philosophy, purposes, and goals/organizational standards that support the conceptual framework

Philosophy

The philosophy of the School of Education which dates back to 1982 retains its original intent which is rooted in the unit's vision and mission and is consistent with the mission of the institution which states that the institution is learner-centered and demands excellent teaching. In fact, the unit believes that quality education depends in large upon teaching competence, and since the effectiveness of teachers depends in large measure upon the quality of the education to which they are exposed by institutions responsible for producing them, it is logical that efforts to prepare professional school personnel to cope with the pressing issues of present living in this society, as well as with anticipated change, should originate in the Professional Education Unit which has been charged with the responsibility for educating professional school personnel.

Further, the institution and unit believe that school professional preparation should be basically liberal arts, supplemented by a specialized curriculum that addresses the needs of the school professional, and that the primary need of today's professional is a well-rounded knowledge base which provides one with the ability to deal with the complexities of the modern world. Specialization, therefore, is to supply that theoretical and practical knowledge which provides tools necessary for competent practice of the profession.

We believe that the curriculum is patterned on the educational system of the United States and based on theoretical practices and socioeconomic milieu of the local system of education and societal characteristics peculiar to the Virgin Islands as a microstate. This position is based upon the principles that a) with regard to the specifics of the program, the general education requirements will provide largely for the liberal arts component, with the addition of special courses in the social sciences, science, and mathematics. This component is to provide that part of a student's total education which looks first of all to the student's life as a responsible human being and as a citizen; b) the professional component, that part which looks to a student's occupational competence, should emphasize knowledge of human development and learning, and the development of teaching competencies through consistent and cumulative field-based experiences, supported by knowledge of curriculum and of designs for teaching/learning; c) a logically formulated and clearly articulated philosophy must be the basis for deliberate approaches to both the reorientation of present teachers and the orientation of future teachers in an attempt to ensure responsiveness in the delivery of educational services.

To this end, the purpose of the unit is to prepare professionals who are leaders that are reflective and active learners and that are committed to the enabling of students academic development and success. Specifically, the unit, through its identified goals, commits itself to prepare candidates:

1. that are reflective and are capable of evaluating their choices, actions and decisions in the learning process and that engage in opportunities for professional growth.

2. that are equipped to assume the role of enabler of student learning, by they themselves having an in depth understanding of specific content matter as well as professional and pedagogical content knowledge and skills that can be applied to student learning.

3. that are active learners and that engage in critical thinking and that demonstrate an awareness of research and that use research-based best practices to inform teaching and learning.

4. that are leaders that are capable of initiating relationships with school colleagues, parents, and the community to support student learning.

Precondition 4.4   Knowledge bases, including theories, research, the wisdom of practice, and education policies, that inform the unit's conceptual framework

The unit's conceptual framework was developed around four themes which are influenced by research, theory and practice and that form the foundation on which candidates proficiencies are developed.   These themes are directly tied to the unit's philosophy, purpose and goals. In summary, these themes purport that program graduates at the University of the Virgin Islands in the Division of Education will be professionals who are reflective, enablers of student learning, active learners, and effective leaders.   Expectations for candidates at both levels in the unit expand on the institution's academic standards and draw heavily from the INTASC standards as well as standards identified by specific Specialty Professional Associations (SPA'S)

In the following narrative, the connection between school professionals and teacher knowledge, skills and dispositions and their behaviors and practices are discussed.

Theme One: The Professional as Reflective

The School of Education recognizes that the behavior and practices of teachers and other school professionals influence student learning and development and thus sees the necessity of preparing professionals that are reflective. Reflection as defined by Jacobsen and Eggen (2006) is an effective tool for refining professional thought, ideas, and beliefs and is the way that teachers improve their decision making. The importance of reflection in the teaching profession is documented by Dewey (1933, 1965). Reflection is a way of thinking about educational matter (Burden & Byrd, 2010) and is a corner stone to professional competence. It requires introspection, open-mindedness, and the willingness to accept the responsibility for one's actions and decisions (York-Barr, Summers, Ghere & Monties, 2006). According to Cooper (2006) and

Jensen (2005), reflection is the cornerstone of professional competence and teaches one to teach, how to teach, and how to promote an atmosphere supportive of student learning. Additionally, reflection enables professionals to evaluate their experiences and learn from the mistakes that they have made as well as from the choices or decisions that they have made that proved to be successful (Bain,2004; Swain, 1998). The unit defines a reflective teacher as one who uses his strengths and weaknesses to adjust his choices and decisions and teaching practices; as one who is willing to learn from constructive criticism and other opportunities that contribute to his growth.

A growing body of research demonstrates that effective and experienced educators reflect on many dimensions of their lessons and can identify those areas of their instruction that needs improvement (Berliner, 2001). According to Darling-Hammond (1998), if teachers investigate the effects of their teaching on student learning as well as that of others, they become sensitive to variation and more cognizant of what works and under what circumstances. Darling-Hammond (1998) further expounds that as part of teacher preparation, then, there is a necessity to engage prospective professionals in studying research and conducting their own inquiries through cases, action research, and structured reflections about practice.

Theme Two: The Professional as Enabler of Student Learning

The preparation of school professionals must result in professionals whose behaviors and practices enable student learning. The unit defines an enabler of student learning as one who has an in depth understanding of the subject matter content, pedagogy, and pedagogical content and who uses this knowledge to develop learning environments and student experiences and activities for full participation of all students. Further the enabler of student learning is sensitive to how students learn and is capable of selecting appropriate instructional approaches and developing assessment strategies to evaluate student learning and strengthen instruction.

Doyle (1985) describes successful educators as those who tend to be capable of using a variety of teaching strategies as well as a range of interaction styles, in addition to the fit between the teaching assignment and the teacher's knowledge and experience. Darling-Hammond (2004) further elaborates that quality teachers know the subjects they teach and understand how their subject is related to other disciplines; they understand the preconceptions students have about a subject area; they use multiple ways to convey a concept; they teach students how to pose and solve their own problems; they serve as enablers of student learning.

Theme Three: The Professional as Active Learner

Active learning is a term that refers to models of instruction that focus the responsibility for learning on the learner (Bonwell & Eison, 1991). Proponents of active learning claim that for meaningful learning to occur, students must be behaviorally active (Bonwell & Eison, 1991; Bruner, 1961; Dewey, 1933).

John Dewey (1933) advocated that children learn best by being actively engaged while being taught. He emphasized that effective teachers involve students in problem solving, small grouping, collaborative learning and experiential learning. His theory asserts that learners, by being actively involved in the learning process, construct their own understanding of the world. In fact, as Slavin (1995) points out, active engagement creates an opportunity for deeper learning. Further, when students actively engage with material, they are more likely to recall information (Bruner, 1961).

The education unit at the University of the Virgin Islands defines an active learner as one who is engaged in critical thinking, demonstrates an awareness of the research and uses those research-based practices to inform instruction and grow professionally.

Theme Four: The Professional as Leader

Leadership in the classroom is a necessary step in fulfilling the role as a model learner, effective teacher and participant in continuous school improvement and student academic growth and development. "Teacher leaders", among its other definitions, are those teachers who lead within and beyond their classrooms. They contribute to a community of learners and lead and influence others toward improved educational practice (Borich, 2011).

According to Gardener (1989) great leaders teach and great teachers lead. In fact, leadership is the single most important element of an effective classroom (Jensen & Kiley, 2000) and so, in conjunction with decision making, is a moral imperative that comes with the job of teaching.

Effective teachers are always engaged in the process of leading and making decisions (Eggen & Kauchak, 1996) and in so doing bring about lasting change that can only be accomplished with teacher active participation and leadership (Doyle & Hartle, 1985). Further, effective teachers are lifelong learners dedicated and hardworking and that are willing to change and to grow in their profession by staying current in their fields and ultimately ensure quality and productivity as leaders. In addition, effective leaders are competent at planning and organizing and creating environments and situations that students find motivating. They help overcome change by they themselves shaping and leading change.

The unit describes the professional educator as a caring leader who is self motivated. Further, the professional leader demonstrates a leadership style that establishes cooperative partnerships with school colleagues, parents and the community in an effort to support student development and growth.

Teacher leadership has many potential payoffs for students, schools, and teachers, the most significant being teacher effectiveness, thus it is incumbent on the unit to provide its candidates with opportunities to use the skills of leadership and decision making and ultimately make measurable differences in the lives of the persons with whom they interact.

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Precondition 4.5   Candidates' proficiencies aligned with the expectations in professional, state and institutional standards

Candidates Proficiencies

The four themes below, consistent with the institutional standards, NCATE standards, and specialized Professional Standards, guide the statements that describe the institution and unit's expectation of candidates and graduates. These themes and learner outcomes outlined below were developed by the unit and other stakeholders responsible for the preparation of candidates in the professional unit. Each outcome is identified as either a skill (S), knowledge (K) or disposition (D). Tables 1 and 2 as shown in the Appendices, reflect the alignment of candidates' proficiencies with the institutional and professional standards for initial and advanced programs. Tables 3 and 4 as shown in the Appendices, illustrate the alignment of candidate proficiencies with major assessments and points at which assessments will be administered. Proficiencies at the advanced level (See Table 2) differ somewhat from those identified for initial programs since the unit felt that adjustments should be made to reflect the specific discipline and level of the program.

Theme 1: The Professional as Reflective

1. The candidate engages in opportunities for professional growth. (S)
2. The candidate uses his strength and weaknesses as learning tools to modify and make appropriate adjustments to instruction. (S)
3. The candidate is willing to give and accept constructive criticism.   (D)
4. The candidate evaluates the effects of choices and decisions on students and others. (S)

Theme 2: The Professional as an Enabler of Student Learning

1. The candidate respects and values all learners (D)
2. The candidate plans and organizes student activities and experiences for full participation of all learners. (S)
3. The candidate selects and uses teaching strategies that respond to student individual needs and learning styles. (S)
4. The candidate has an in depth understanding of subject matter content, pedagogical content knowledge as well as professional knowledge and skills. (K)
5. The candidate constructs learning environments that are learner centered, and that encourage positive social interaction, collaborative engagement and self-motivation. (S)
6. The candidate demonstrates a sensitivity for diversity. (D)
7. The candidate understands how children learn and develop. (K)
8. The candidate uses knowledge of how children learn to plan for instruction and assessment. (S)
9. The candidate selects, develops, and uses formal and informal assessment strategies to evaluate student learning, strengthen instruction and decision making. (S)

Theme 3: The Professional as an Active Learner

1. The candidate engages students in critical thinking and problem solving opportunities. (S)
2. The candidate demonstrates an awareness of research and research-based best practices and uses this to inform instruction and adjust teaching to fit (S)
3. The candidate appreciates context and relevance of teaching and learning experiences. The needs of all children. (D)
4. The candidate uses knowledge of effective verbal, non-verbal and media communication strategies to promote learning. (K)

Theme 4: The Professional as a Leader

1. The candidate shows initiative and self-motivation in leadership. (D)
2. The candidate establishes cooperative partnerships with school colleagues, parents, and the community to support student learning. (S)
3. The candidate demonstrates caring dispositions toward all students. (D)

Precondition 4.6 A summarized description of the unit's assessment system

Introduction

The School of Education at the University of the Virgin Islands has recently embarked on designing an assessment system that will enable the unit to collect and analyze data on applicants' qualifications and eligibility, candidates and graduates performance and unit operations. The system will reflect the unit's conceptual framework whose four guiding themes emphasize the promotion of reflective and active professionals committed to capable leadership and student academic growth and success. The system is designed so that the progress of candidates is reviewed at various transition points and data are gathered from multiple assessment measures. Candidates will not only provide evidence that they are capable of moving from one transition point to another, but that their proficiencies are developing as they move through transition points. Key assessments measures will be aligned with the unit and with the expectations of professional and institutional standards. Built in the assessment system will be a process for assuring that assessments are consistent, fair and free of bias and that candidates are provided support to move successfully from one point to the next.

Data collected at each decision point will be used to determine if individual candidates have met established requirements and to inform recommendations for program and unit improvement. Data on both initial and advanced programs will be collected on sources such as initial teacher licensure, content area knowledge, candidate ability in the areas of planning, managing the learning environment, using instructional strategies as well as candidate impact on student learning.

The Assessment Coordinator in the School of Education will work with faculty to ensure successful development and validation of techniques needed to assess candidates progress from one point to another. Additionally, it will be the responsibility of the Assessment Coordinator in conjunction with faculty to develop a plan that addresses the collection of data, data entry,

statistical analysis, dissemination of results, as well as any other requirement needed to ensure the effectiveness of the unit's assessment system.

A summarized description of each component of the unit's assessment system follows.

Precondition 4.6.1 Transition Points

A major component of the unit's assessment system referred to as 'transition points' are key points in a program when a unit assesses candidate knowledge, skills and professional dispositions to determine if candidates are ready to proceed to the next stage in a program." A description of transition points for initial and advanced programs follows.

<u>Description of Transition Points for Initial Teacher Preparation (Elementary Education, Inclusive Early Childhood Education, and Secondary Preparation)</u>

Below is a description of transition points for initial preparation programs in the unit. Transition points one through four are currently observed in the School of Education. A fifth required point is added.

Transition Point 1: Admission to the Program

Transition point one is the first level at which candidate progress is reviewed. This first decision point establishes candidate readiness to become a teacher candidate in any one of the initial programs in the School of Education at UVI. Admission to the program is by application. Currently, the practice is that academic records of students applying for admission are reviewed by academic advisors who   ensure that required course work and necessary prerequisites are met. The process ends with an interview and a completed application form signed by the academic advisor. The completed document, accompanied by the academic records of the applicant, as well as interview notes, are forwarded to the Unit Manager for a signature. The Unit Manager prepares all formal admissions letters for the applicant with a copy for the advisor and one for the unit files.

To be eligible for admission to the Elementary Education and Secondary Education Preparation Programs in the School of Education, applicants must have successfully completed the following general education courses with a minimum grade of C in each: Communication 119, 120; English 120, 201; Science 100, 200 or Science 200 and one other laboratory Science course; Mathematics 140 or 143 and 142, 232 or 235, Education 221, 230. A minimum GPA of 2.33 and a passing score on PRAXIS I, as well as an English Proficiency Examination, and a Computer Literacy Examination are required. Applicants for the Inclusive Early Childhood Education Program must meet the criteria specified above with the exception of having to complete Education 230, a course not required for the major and Education 221.

Transition Point 2: Admission to Practicum /Field Experience

At transition point two, the second level at which the progress of candidates is reviewed, is the point at which determination is made as to whether candidates may proceed to the practicum experience in the program. Practicum courses in the initial education major provide candidates with opportunities to observe, assist, and participate in classroom instruction early in

the student's program. This experience may occur in public elementary schools as well as in public day care centers, as in the Inclusive Early Childhood Education (IECE) major.

Practicum courses in the elementary major are EDU. 257: *Mathematics and the Elementary Teacher* and EDU. 354: *Teaching Language Arts in Elementary Schools*.

To enroll in practicum courses, in the elementary education major, candidates must have completed courses in *Foundation of Education* (EDU. 221), *Educational Psychology* (EDU. 230), and *Curriculum Development and Instruction* (EDU. 250) with a grade of "C" or better.

The practicum course in the Inclusive Early Childhood Education major is Education 304: *Teaching Reading and Literacy in Inclusive Early Childhood Education.* Prerequisites to this course are *Promoting Language and Literacy in Early Childhood* (EDU. 219*) and Foundations of Education (*EDU. 221*).* A grade of "C" or better is required in each course. Currently, there is no practicum course for Secondary Preparation in the unit, and this is being corrected.

Readiness for enrollment in practicum courses is determined by reviewing candidates' transcripts in the institution's data base. Candidates who fail to meet the requirements for enrolling in the practicum course may remedy unsatisfactory grades and reregister for these courses. Candidates' performance on assessments at this point is analyzed at both the unit level and at the program level to determine areas in need of improvement. A minimum grade of "C" is required for practicum courses.

The unit recognizes the need for a practicum course in the area of Science Methodology in the elementary education major and is now considering adding a course which will be taught collaboratively by faculty in the College of Science and Math and in the School of Education. A practicum course is also being developed for secondary preparation since none currently exists.

Transition Point 3: Admission to Clinical

Prior to enrollment in Clinical Practice (Student Teaching) candidates should have been formally admitted to the School of Education and should have developed a competent level of mastery in specialty, professional, and pedagogical studies as demonstrated by successful completion of all professional course work with a minimum grade of C and a cumulative GPA of 2.33. In addition, candidates must have demonstrated proficiency in written communication as evidenced by a passing score on the EPE and successful completion of the Computer Literacy Examination is also required.

Students who fail to meet the requirements to enroll in the clinical course must retake those courses for which a grade of lower than a "C" is obtained.

Transition Point 4: Program Completion

To have successfully completed the program, candidates should have completed their field based experience with a grade of "C" or higher, achieved a minimum of GPA of 2.33 in all required courses and a cumulative GPA of 2.33. A portfolio and comprehensive examination designed to assess candidates' acquisition of content knowledge, pedagogical as well as pedagogical content knowledge is required at this point.

Transition Point 5: Post Graduation

       The School of Education recognizes the importance and value of post graduation feedback as one way of collecting data on program effectiveness. Nevertheless this has not been the practice in the School of Education. In keeping with the requirements of NCATE, and in order to determine the effect of the program on student achievement as well as to provide the unit and institution with feedback about program quality, candidate performance and unit operations, the unit will engage in this type of data collection by sending surveys to its graduates and the employers of graduates of its programs one year following graduation and on the third and fifth years thereafter.

<u>Narrative Description of Transition Points for Professional Preparation at the Advanced Level</u>

       Candidates seeking admission to the Graduate Program in the School of Education (Master of Arts in Education) are presently assessed at three transition points- admission to the program, admission to practicum and at the program's completion. Two additional transition points, 'admission to a internship experience' and 'post graduation' will become a part of the unit's assessment system and so will be included in the description that follows.

Transition Point 1: Admission to Program

       Admission to the graduate program is by application to the institution through its Enrollment Office. To qualify for entry, applicants must have acquired a Bachelor's degree from an accredited institution with an overall grade point average of 2.5 on a 4.0 scale. Discussion in now taking place in the unit in regards the practice of admitting applicants without background in the discipline of education or some related area, to enter the graduate program which is meant to be an advanced program that addresses the needs of school professionals.   Applicants who do not satisfy the minimum undergraduate average of 2.5 required for admission, may be admitted to matriculated status if they have substantial relevant professional experience, as determined by the School of Education. A maximum of 6 credits earned at another institution, no more than five years prior to admission, may be accepted as transfer credits toward the fulfillment of the requirements for the degree.

Transition Point 2: Admission to Practicum/Field Experience

       Since the inception of the Graduate Program in the School of Education, the only concentration requiring a field experience was the Counseling and Guidance concentration. Admission to the Practicum experience is the point at which candidates must apply the basic concepts and skills related to the specific discipline in various supervised settings and demonstrate their acquisition of the necessary content knowledge, pedagogical knowledge and pedagogical content knowledge that must applied in the field. Candidates are required to attend a weekly seminar where they discuss their field experiences. To engage in the field experience, majors must have completed the following courses: *Foundations of Guidance* (EDU.506), *Theories, Strategies and Techniques of Counseling* (EDU.542), *Group and Family Counseling and Consultation EDU.*543), *Career Development Counseling* (EDU.544), and *Seminar in Current Trends and Problems in Counseling and Guidance (EDU. 545).*

The unit recognizes the non-existence of a practicum in the Educational Leadership area is a deficiency that must be corrected immediately. The Teaching Concentration is marked for future review and revision which will address this and other concerns in that concentration.

Transition Point 3: Admission to Internship Experience

Admission to the Internship experience is that point at which candidates are required to have completed all professional and core requirements with a GPA of 3.0 . Candidates, however, may be in the final year of completing the Thesis (EDU. 600) or final project (EDU. 530).

Transition Point 4: Program Completion

Candidates exit the advanced program after having successfully completed a total of 36 credits, including 6 credits for the successful completion and defense of a thesis, **or** 3 credits for the completion of an independent study project in conjunction with an elective course and successful completion of a comprehensive examination. In addition, maintenance of a GPA of 3.0 is required.

Transition Point 5: Post Graduation

Feedback at this point is recognized as valuable data to determine the long-term effects of the programs delivered by the unit, from the perspectives of both our graduates and the constituents they serve. Currently very little data are collected. The unit, in order to meet the demands of NCATE, however, is moving toward collecting follow-up data on its graduates up to five years following their completion of the program.

Precondition 4.6.2 Key Assessments

The unit has identified assessments that will be used to determine candidates' preparedness to progress from one transition point to another as they move through their respective programs. These assessments and points at which they are administered are shown in Table 5 found in the Appendices. Additionally, multiple assessments have been identified to measure candidate growth and development across the duration of these programs as measured by their acquisition of established student proficiencies or competencies. Assessments for initial and advanced programs are aligned with those competencies described in precondition 4.5

Precondition 4.6.3 Process for Assuring the Unit's Assessments are fair, accurate, consistent, and free from bias

The institution and School of Education are committed to ensuring that assessment practices in the unit are fair, accurate, consistent, and free of bias. To do so, the following principles will be observed.

- Assessment is a process of continuous improvement and that findings are used ro inform planning and resource allocation
- Assessment plans identify realistic goals, timetables, and resources
- Assessments instruments are subjected to continuous improvement review

- Assessments instruments are linked to the unit's conceptual framework, the INTASCS and SPA standards
- Assessments are clearly and completely written, discussed and approved by unit faculty and the unit's Teacher Education Council.
- Rubrics and other scoring guides are developed for assessments and discussed with candidates regularly and before their use
- Candidates are exposed to the knowledge, skills, and dispositions that will be evaluated in key assessments and understand what will be expected of them
- Candidates are informed that they will be assessed and at which points this would occur and at what level of proficiency they are expected to perform
- Common assessments are used across campuses and multiple raters used
- Candidates are provided comfortable environments in which to be assessed
- Multiple raters will be trained and used for consistency of scoring

Precondition 4.6.4 System for Candidate Remediation

Remediation is required for candidates who are unable to meet established standards at a satisfactory level. Referrals to remediation might take place at any point during the degree program. Remediation is available both within-unit and at the institutional level. The institution's Vision for 2012 includes the establishment of a Center for Student Success with an array of academic, counseling, social, and career services which are available to the unit when needed.

The following chart is a summary of remediation efforts at given transition points for initial and advanced programs in the unit.

Initial Programs				
Admission to Institution	Admission to Unit	Before Entry to Practicum	Entry to Clinical	Before Program Completion
Mandatory Basic Skills Courses[a] Submission of Midterm Low Grade Report by content course instructor(s) Consultation with course instructor(s) and/or	[Successful completion of courses and institutional placement tests required for admission to unit] Submission of Midterm Low Grade Report by content course instructor(s)	Submission of Midterm Low Grade Report by course instructor(s) Consultation with course instructor(s) and/or academic advisor Referral to institutional services[b] and/or	Submission of Midterm Low Grade Report by course instructor(s) Consultation with course instructor(s) and/or academic advisor Referral to institutional services[b] and/or	Consultation with course instructor(s), unit supervisor, cooperating teacher and/or academic advisor

academic advisor Referral to institutional services[b] as applicable	Consultation with course instructor(s) Referral to institutional services[b, c] as applicable	targeted services within the unit for pedagogical and pedagogical content issues as applicable	targeted services within the unit for pedagogical and pedagogical content issues as applicable	
Advanced Programs				
Admission to Institution and Unit	Before Entry to Practicum	Entry to Clinical	Before Program Completion	
Not Applicable	Consultation with course instructor(s) and/or academic advisor Referral to targeted services within the unit for pedagogical and pedagogical content issues as applicable	Consultation with course instructor(s) and/or academic advisor Referral to targeted services within the unit for pedagogical and pedagogical content issues as applicable	Consultation with course instructor(s), clinical supervisor(s) and/or academic advisor	

a. Applies to students who score less than 500 on the Critical Reading section of the SAT or less than 21 on the ACT; less than 500 on the SAT Writing section or less than 21 on the ACT; and, less than 490 on the Math section of the SAT or less than 20 on the ACT.

b. For assistance with courses in addition to course instructors, the institution is committed to an academic approach to retention, progression and graduation through Campus Advising and Tutorial Services (C.A.T.S.); and academic, tutorial, advocacy and diagnostic assistance through Counseling Services.

c. PRAXIS I tutorials are provided by the Community Engagement and Lifelong Learning (CELL) Center; collaboration with other disciplines to align course contents with unit assessments; use of commercial products to assist students and qualify them into the program.

Preconditions 4.6.5 Plan for evaluating the Unit's operations

The School of Education is committed to continuous monitoring of its operations and programs through a review process involving several critical domains, resulting in improved unit operations and programs. Areas identified by faculty as components the unit would target for internal and external assessment and improvement are:

1. Program Quality
2. Candidates/Graduates Performance
3. Unit Performance
4. Faulty Effectiveness

   A description of each of the above areas, as well as assessments that will be used to determine the effectiveness of these areas, follow.

Program Quality

   Currently, internal evaluations of the unit's programs are done through course evaluations each semester by candidates enrolled in specific classes in the field. Additionally, data on candidates' success in these courses can be provided to the unit by the Office of the Registrar and the Office of Institutional Research and Planning.

   External evaluation is now done through the Middle States review conducted every seven years, but future review will include the NCATE Program review process as well. Additional data are needed to determine the strengths and weaknesses of our programs; therefore, a formal plan for a new evaluation system is being designed in keeping with NCATE expectations. Criteria for review of programs will include: alignment of course objectives with specific SPA standards; alignment of programs with the institution and school's mission and goals; alignment of program standards with national and NCATE standards; overall program satisfaction; and focus group review of existing programs.

   Assessment types will include: candidates' course evaluations, focus group reviews reports, exit surveys, alumni surveys, employer surveys, and faculty evaluations of candidates' attainment. Data will be collected and analyzed by the unit's Assessment Coordinator and presented to a Teacher Education Council which, will in turn, offer recommendations to the unit through its unit manager.

Candidate/Graduates' Performance

   Candidate knowledge, skills, and dispositions are evaluated by faculty through course-based assessments as well as assessments at program transition points. Data from these assessments are used to make decisions about candidates' growth as they move through their respective programs.

   Examples of assessments include exams, class presentations and projects, case studies, portfolios, reflections and observations of candidates in field and clinical settings. Rubrics and checklists and other assessments tools will be used to assess candidate performance within individual courses and programs. Program quality will also be measured by candidate enrollment and retention data as well as graduation rates.

   To monitor the satisfaction and effectiveness of its recent alumni **assessments** such as alumni and employer surveys will be administered every three years. These surveys gather data that inform the unit about the growth of its alumni in skill areas, preparation for employment, quality of education, and the effectiveness of the program from the perspective of both the alumni and his or her employer. Survey results will inform decision making about the curriculum and programs provided by the School of Education.

Faculty Effectiveness

The unit recognizes that a program is as good as faculty executing that program and therefore monitors faculty qualifications and teaching performance. Presently 100% of full-time faculty in the School of Education have earned doctorates in their field and qualify for their assignments in the unit. Additionally, in keeping with the University's recruitment policy, faculty has extensive experience in K-12 settings. The unit expects its faculty to model best professional practices in teaching, to reflect on their own practice, and to be aware of new developing research in their fields all of which contribute to program quality, candidate effectiveness and overall enhanced unit operations.

Data on faculty effectiveness will come from student evaluations, yearly classroom observations by unit supervisors, yearly self evaluations, as well as comprehensive unit evaluation. Faculty feedback on classroom observations and faculty self evaluations is done on an individual basis by the academic supervisor or unit manager. Faculty, in turn, will develop professional development plans based on that feedback.

Unit Performance

Currently, unit performance is not formally monitored nor are there much available data that speak to the effectiveness of unit performance. The unit has identified some specific areas on which to focus. These include: 1) the quality of its leadership role in governance and management of its curriculum instruction and resources; 2) its recruitment, admission, and retention system; 3) its advisement system; 4) its record keeping system as well as 5) its system for handling candidate complaints.

Unit performance in these areas will be monitored and evaluated on a regular basis and assessed for effectiveness by candidates, faculty, the unit management, as well as other stakeholders.

To assess unit overall performance, a comprehensive survey as well as program director and institutional reports will be used.

The charts that follow summarize 1) assessments identified to evaluate specific areas of unit operations; 2) timelines for the collection, analysis, and dissemination of data; 3) data collected on program quality.

<u>Summary of Assessments for Evaluating Unit Operations</u>

Areas of Unit Operations	Program Quality	Candidate/Graduate Performance	Faculty Effectiveness	Unit Performance
Assessments	Course evaluations Focus group review Exit survey Alumni survey Employer survey	Faculty evaluations of candidates Employer surveys Alumni surveys	Student evaluations Classroom observations Self evaluations (ROA)	Comprehensive survey Institutional reports Program director reports

.Precondition 5.6.5 Resubmission:Unit Operations Timelines for Data Collection, Analysis and Dissemination

Areas of Unit Operations	Data Collection and Review	Data Analysis Completion	Data Dissemination	Unit Improvement Implemented
Program Quality				
▪ Course Evaluation	May- June Nov.- Dec. 2011	Aug 2011	Aug 2011	Jan 2012
▪ Exit Survey	May 2012	Aug 2012	Aug 2012	Jan 2012
▪ Alumni and Employer Surveys	May - June 2012 (every 3 yrs thereafter)	July 2012	Aug 2012	Aug 2012
Candidate / Graduate Performance				
▪ Faculty Evaluations	Dec 2011	Jan 2012	Jan – Feb 2012	Aug 2012
▪ Alumni and Employer Surveys	May - June 2012 (every 3 yrs thereafter)	July 2012	Aug 2012	Aug 2012
Faculty Effectiveness				
▪ Student Course Evaluations	May – Aug 2011	Aug 2011	Aug 2011	Aug-Sept 2011
▪ Classroom Observations	Jan – Feb 2012	Feb – March 2012	April – May 2012	Aug 2012
▪ Faculty Annual Evaluations (ROA)	Aug – Dec 2011	Dec 2011	Dec 2011	Jan 2012
Unit Performance				
▪ Comprehensive Survey	Sept – Nov 2012	Sept – Nov 2012	Dec 2012	Jan 2013
▪ Institutional Report	July –Aug 2011	July Aug 2011	Aug 2011	Aug 2011

Precondition 4.6.5 Resubmission: Data on Program Quality

Course Evaluation Data by Year

The charts below summarize candidate responses on course evaluation surveys administered at the end of each semester. Candidates rate each instructor's course presentation on a scale of 1-7, seven being the most favorable response.   Overall mean ratings are presented.

Initial Programs

	Indicator of Effectiveness		Fall 2011	Spring 2011
1	Professor is generally prepared.		6.31	6.17
2	Professor use of techniques to facilitate learning.		6.45	6.07
3	Professor knowledge of subject matter.		6.71	6.42
4	Analyzes, evaluated and encourages students.		6.25	6.32
5	Encourages students to ask questions.		6.56	6.29
6	Students are required to explore ideas.		6.31	6.26
7	Instructor demonstrates critical thinking.		6.43	6.19
8	Instructor is approachable out of class.		6.10	5.89
9	Professor returns graded papers frequently.		5.45	5.65
10	Effectiveness of techniques employed.		6.17	6.04
	N=10	*Mean*	**6.27**	**6.13**

Note: Ten (10) undergraduate course evaluations (surveys) were randomly selected and mean responses on each of ten items on the survey computed. Course evaluations surveys are representative of the performance of 10 undergraduate instructors.

Advanced Program

	Indicator of Effectiveness		Fall 2011	Spring 2011
1	Professor is generally prepared.		6.39	5.64
2	Professor use of techniques to facilitate learning.		6.31	5.50
3	Professor knowledge of subject matter.		6.54	6.00
4	Analyzes, evaluated and encourages students.		6.48	5.60
5	Encourages students to ask questions.		6.64	5.92
6	Students are required to explore ideas.		6.26	5.54
7	Instructor demonstrates critical thinking.		6.42	5.58
8	Instructor is approachable out of class.		6.51	6.08
9	Professor returns graded papers frequently.		5.98	5.34
10	Effectiveness of techniques employed.		6.32	5.52
	N=5	*Mean*	**6.39**	**5.67**

Note: Ten (10) graduate course evaluations (surveys) were randomly selected and mean responses on each of ten items on the survey computed. Course evaluations surveys are representative of the performance of 5 graduate instructors.

Senior Exit Survey Data
Spring 2011

At the end of each academic year, the institution administers a survey to outgoing seniors. That data is disaggregated by schools and colleges in the institution. The two areas that are assessed are Academic Satisfaction and Faculty Performance. Students responded to items in each category on a scale of 1-5, with "5" being a more favorable rating. There were 14 respondents in the School of Education. Overall ratings of 3.85 and 3.9 respectively, indicating a favorable view of the unit's program and faculty performance.

		Mean Rating
Academic Satisfaction		
1	Your academic experience overall	3.86
2	Your academic experience within your major	3.71
3	Responsiveness to student academic problems	3.29
4	Student support services	3.62
5	Academic Advising	3.79
6	Book store services	4.43
7	Availability of your advisor	3.93
8	Library facilities and services	4.36
9	Transcript services	4.21
10	General registration procedures	4.21
11	Personal counseling services	3.46
12	Classroom and laboratory	4.07
13	Availability of courses offered	3.07
	Mean	**3.85**

		Score
Faculty Performance		
14	Encouragement of different scholarly points of view by the faculty	3.86
15	Faculty members preparation of their courses	3.93
16	Accessibility of faculty members	4.07
17	Encourage faculty-student interaction	4.00
18	Provide opportunities for learning beyond the classroom	4.07
19	Set high expectations for you to learn	4.07
20	Give you frequent and prompt feedback	3.71
21	Teaching methods used in courses	3.86
22	Overall quality of academic advising you received	3.64
	Mean	**3.91**

Summary

Data on Program Quality are collected, analyzed and disseminated by the unit's Assessment Coordinator on a regular basis and reviewed by the Dean. A Teacher Education Committee, not yet formed, will be that body responsible for making recommendations to the unit and the Dean. Results of assessments will be used for program improvement.

Microsoft Excel, along with the institution's database will be used to store, analyze and organize assessment information.

Preconditions 4.6.6 Summary of candidate performance on assessments conducted at admission

The School of Education monitors candidate admission to the School of Education at different program levels. Available data provided by Institutional Research is provided below. Additionally, PRAXIS data and course grades in the general education course work (general education requirements) required for admission. This information will be used to make decisions about programs in the unit as well as about services needed from other schools and colleges in the institution.

Admission to the School Of Education

Undergraduate Program	2007 – 2008	2008 – 2009	2009 – 2010
Elementary Education	11	8	4
Inclusive Early Childhood	1	2	1

PRAXIS I Data

The PRAXIS I: Pre-Professional Skills Test (PPST) is required for entry into the teacher preparation program in the School of Education at the University of the Virgin Islands. Additionally it is a requirement of the Virgin Islands Board of Education for secondary teacher certification. The PPST has three components: reading, writing, and mathematics. A summary table follows. Data that provide information on the general pass scores on each component of the examination will be collected and analyzed. This information will assist the unit in diagnosing candidate weaknesses.

PRAXIS Results	2007 – 2008		2008 – 2009		2009 – 2010	
Programs	Examinee	# Passing	Examinee	# Passing	Examinee	# Passing
Elementary Education	11	11	8	7	4	4

Early Childhood Education	1	1	2	2		1	1
Secondary Preparation	0	0	0	0		0	0
TOTAL	12	12	10	9		5	5

Precondition 4.5.6 Resubmission: Course Grades Required at Admission to the Unit

The SOE requires a 'C' or better grade as part of the admission process in specific courses showcasing verbal, mathematical, and scientific abilities. As well a minimum GPA of 2.33 is required. The means and standard deviations of these requirements for program completers are shown in the chart below. On average, applicants to the SOE perform well above minimum requirements in all subject areas.

Content Subjects	2007	2008	2009	2010	2011
Communication Level 1	3.45 .40	3.41 .75	3.23 .69	3.24 .56	3.33 .78
Communication Level 2	3.22 .81	3.35 .70	3.30 .60	3.49 .48	3.17 .86
English Level 1	3.53 .19	3.20 .80	2.90 .78	2.67 .69	3.09 1.40
English Level 2	3.22 .27	3.09 .55	2.53 .91	2.88 .72	2.92 .88
Mathematics Level 1	3.33 .85	2.97 .84	2.63 .99	2.63 .67	3.00 .73
Mathematics Level 2	3.33 .85	3.17 .73	2.81 .85	2.40 .66	2.93 .98
Science Level 1	3.11 .40	2.67 .73	2.22 .91	2.67 .70	3.00 1.05
Science Level 2	3.60 .44	3.04 .78	2.75 1.16	3.15 .61	2.87 1.32
Overall GPA	3.41 .42	3.22 .38	2.93 .94	3.18 .40	3.38 .36

Precondition 4.6.7 Summary Sample of Candidate Performance at Exit

Degrees Conferred at Undergraduate and Graduate Level by Year

The school of Education monitors candidate completion of professional programs. Completers are approved for graduation in the School of Education and at the institutional level. A summary of candidate completion follows:

Precondition 4.6.7 Resubmission: Degrees Conferred at Undergraduate and Graduate Level by Year

Undergraduate Program	2006 – 2007	2007 – 2008	2008 – 2009	2009 – 2010	2010 – 2011
	Headcount	**Headcount**	**Headcount**	**Headcount**	**Headcount**
Elementary Education	20	18	11	12	7
Inclusive Early Childhood Education	0	0	0	7	13
Secondary Preparation	0	0	0	0	1
Graduate Program					
Educational Leadership	11	20	15	8	3
Counseling	11	17	12	10	3
Teaching	7	11	2	5	6

Precondition 4.6.7 Resubmission: Candidate Cumulative GPA at Exit

The following are candidate cumulative GPA at exit. The Early Childhood Program was recently instituted and this is the first set of data for that program. There was no breakdown of Graduate concentrations provided.

Undergraduate Program	2006 – 2007	2007 – 2008	2008 – 2009	2009 – 2010	2010 – 2011
	GPA	**GPA**	**GPA**	**GPA**	**GPA**
Elementary Education	3.23	3.16	3.23	3.25	2.99
Inclusive Early Childhood Education	NA	NA	3.27	3.11	3.08

(new program)					
Secondary Preparation	NA	NA	NA	NA	3.87
Graduate Program	3.63	3.7	3.46	3.61	3.75

Exit Data from Clinical Practice Elementary Education Program

Data were collected during the capstone course on two assessment instruments: *The Student Teacher Competency and Evaluation Record* and the *Student Teaching Portfolio Assessment.* Average scores are presented for each measure. Additionally, averages for the final course grades on a scale of 4.00 are presented. From an analysis of the data presented below, it appears that candidates have performed at or above an acceptable level in all three areas reported. Rarely did a candidate perform below the average level as described by the rubrics. These results can be used to inform new field experience supervisors of the standards achievable by candidates in the unit.

Average Ratings on Student Teaching Competency Evaluation by Cooperating Teachers and University Supervisors

	Teacher Procedures	Classroom Management	Teacher-Learner Relations	Professional Relations	Oral Written Communica-tion
2007-2008 (n=20)					
Lowest*	2.00	3.00	2.00		
Highest*	1.00	1.00	1.00		
Mean	1.65	1.78	1.33		
Std Err M	0.82	0.14	0.10		
Median	1.50	1.75	1.00		
Mode	2.00	2.00	1.00		
Std Dev	0.37	0.64	0.44		
2008-2009 (n=19)					
	Teacher Procedures	Classroom Management	Teacher-Learner Relations	Professional Relations	Oral Written Communica-tion
Lowest*	2.50	2.50	2.50	2.50	3.00
Highest*	1.00	1.00	1.00	1.00	1.00
Mean	1.56	1.63	1.38	1.63	1.75
Std Err M	0.20	0.27	0.21	0.18	0.25
Median	1.50	1.50	1.00	1.50	1.50
Mode	1.00	1.00	1.00	1.50	1.50
Std Dev	0.56	0.65	0.58	0.52	0.71
2009-2010 (n=7)					
	Teacher Procedures	Classroom Management	Teacher-Learner Relations	Professional Relations	Oral Written Communica-tion

Lowest*	2.50	2.50	1.50	2.50	2.50
Highest*	1.00	1.00	1.00	1.00	1.00
Mean	1.43	1.79	1.14	1.29	1.50
Std Err M	0.23	0.21	0.09	0.21	0.22
Median	1.00	2.00	1.00	1.00	1.50
Mode	1.00	2.00	1.00	1.00	1.00
Std Dev	0.61	0.57	0.24	0.57	0.58

*The scale is reverse-scored so that '1' is the highest rating and '5' is the lowest.

Average Portfolio Ratings by Cooperating Teachers and University Supervisors

2007-2008 (n=11)						
	Teachers Procedures			Classroom Management	Teacher-Learner Relations		Communication
	Subject Matters	Instructional Strategies	Planning Instruction	Learning Environment	Student Learning	Diverse Learners	Oral Written
Lowest	13	10	13	13	13	10	10
Highest	15	15	15	15	15	15	15
Mean	13.86	13.27	14.48	14.45	14.27	13.82	13.55
Std Err M	0.40	.68	.28	.28	.30	.48	0.60
Median	13.00	15.00	15.00	15.00	15.00	15.00	15.00
Mode	13.00	15.00	15.00	15.00	15.00	15.00	15.00
Std De	1.07	2.24	.3	.93	1.01	1.60	1.97

*No data obtained on Assessment, Reflection & Professional Development and Collaboration Ethics & Relationships.

2008-2009 (n=8)									
	Teachers Procedures				Classroom Management	Teacher-Learner Relations		Professional Relations		Communication
	Subject Matters	Instructional Strategies	Planning Instruction	Assessment	Learning Environment	Student Learning	Diverse Learners	Reflection & Professional Development	Collaboration Ethics & Relationships	Oral Written
Lowest	10	10	13	10	10	10	10	7	7	13
Highest	15	15	15	15	15	15	15	15	15	15
Mean	13.88	13.25	14.00	13.25	13.43	13.00	13.38	13.13	12.50	14.75
Std Err M	0.641	0.77	0.38	0.77	0.69	0.73	0.60	1.08	1.24	0.25
Median	5.00	14.00	14.00	14.00	13.00	13.00	13.00	15.00	14	15.00
Mode	15.00	15.00	13.00	15.00	13.00	13.00	13.00	15.00	15	15.00
Std Dev	1.81	2.19	1.07	2.19	1.81	2.07	1.69	3.04	3.51	0.71

2009-2010 (n=7)										
	Teachers Procedures				Classroom Management	Teacher-Learner Relations		Professional Relations		Communication
	Subject Matters	Instructional Strategies	Planning Instruction	Assessment	Learning Environment	Student Learning	Diverse Learners	Reflection & Professional Development	Collaboration Ethics & Relationships	Oral Written
Lowest	13	10	13	13	13	10	10	13	13	10
Highest	15	15	15	15	15	15	15	15	15	15
Mean	13.86	14.00	14.43	14.43	14.14	13.43	13.38	14.14	14.43	12.86
Std Err M	0.40	0.72	0.37	0.37	0.40	0.73	0.69	.40	.37	0.56
Median	13.00	15.00	15.00	15.00	15.00	13.00	13.00	15.00	15.00	13.00
Mode	13.00	15.00	15.00	15.00	15.00	13.00	13.00	15.00	15.00	13.00
Std Dev	1.07	1.91	.98	.98	1.07	2.07	1.81	1.07	.98	1.46

Average Scores on Capstone Course by Cooperating Teachers and University Supervisors

	2007-2008 (n=20)	2008-2009 (n=19)	2009-2010 (n=7)
Lowest	3.00	2.67	2.67
Highest	4.00	4.00	4.00
Mean	3.68	3.77	3.71
Std Err M	.07	.07	.20
Median	3.67	3.67	4.00
Mode	4.00	3.67	4.00
Std Dev	.32	.31	.52

 Note: Course grades on a 4.00 scale.

Precondition 4.6.7 Resubmission: Candidate GPA in Student Teaching Course by Year

Program Completers	2007	2008	2009	2010	2011
Mean	3.84	3.87	3.63	3.93	3.80
Standard Deviation	**.18**	**.23**	**.49**	**.15**	**.45**

APPENDICES

Table 1
Precondition 4.5 Alignment of Candidate Proficiencies with Institutional and
National Standards
Initial Programs

Candidate Proficiencies at UVI	Alignment with Institutional Standards	Alignment with NCATE Standards	Alignment with INTASC Standards	Alignment with SPAS
The Professional as Reflective 1.1 engages in opportunities for professional growth. (S)			9.2 9.3	CEC 9 ACEI 5.1 NAEYC 5 NCTE 2.3 NSTA 10 a,c
1.2 uses his/her strengths and weaknesses as learning tools to modify and make appropriate adjustments to instruction. (S)		reflects on practices and makes necessary adjustments to enhance student learning. (1c)	9.1	CEC 9 NSTA 10 b
1.3 is willing to give and accept constructive criticism. (D)		recognizes when professional dispositions may need to be adjusted and develops plans to do so.	9.3	
1.4 evaluates the effects of his/her choices and decisions			1.3	CEC 9 ACEI 5.1 NCTM 16.3

Candidate Proficiencies at UVI	Alignment with Institutional Standards	Alignment with NCATE Standards	Alignment with INTASC Standards	Alignment with SPAS
on others. (S) **The Professional as Enabler of Student Learning** 2.1 respects and values all learners (D) 2.2 plans and organizes activities and experiences for full participation all learners. (S)		is able to provide multiple explanations and instructional strategies so that all students can learn (1b)	3.5 5.4 6.3	CEC 2, 4, 7 ACEI 3.2 NCTE 1.0; 2.2; 4.2 NSTA 6 b, c
2.3 selects and uses teaching strategies that respond to students' individual needs and learning styles. (S)		has an in depth understanding of content and are able to provide multiple explanations and instructional strategies. (1b)	3.1 3.2 4.1	CEC 2, 3,4 NCTE 4.1-4.3; 4.9 NSTA 1b; 5a, b; 6a NCSS1.5;1.6
2.4 has an in depth understanding of subject	has knowledge of history, geography, and demographic	has an in depth knowledge of content t plan	1.1	ACEI 2.1; 2.4; 2.7 CEC 1,2,4 NCTE 3.1-

Candidate Proficiencies at UVI	Alignment with Institutional Standards	Alignment with NCATE Standards	Alignment with INTASC Standards	Alignment with SPAS
matter content, pedagogical content knowledge, as well as professional knowledge and skills. (K)	characteristics of VI, Caribbean, US and the World; knowledge of natural and the earth.	to teach; demonstrates knowledge through inquiry, critical analysis and synthesis of the subject. (1a)		3.5 NSTA 1a, 2a, 4a, 6a,b NCSS 1.3; 1.6-1.10; 2.1-2.5
2.5 constructs learning environments that are learner-centered and that encourages positive social interaction, engagement, and self-motivation. (S)		reflects thorough understanding of pedagogical content. (1f)	1.5 3.2 5.1 5.3	CEC 5 ACEI 3.4 NCTE 2.1-2.6; 4.4-4.8 NSTA 5c,f
2.6 demonstrates a sensitivity for diversity. (D)			3.4 3.5 3.6	NCTE 2.2 NCSS 1.1 NCTM 16.3
2.7 understands how children learn and develop (K)		Knows how students learn and how to make ideas accessible to them. (1c)	2.1 3.1 7.1 7.2 9.1	CEC 1-5; 7-9; ACEI 1.0; 3.1; 4.0 NAEYC 1 NCTE 4.10 NCTM 16.3

Candidate Proficiencies at UVI	Alignment with Institutional Standards	Alignment with NCATE Standards	Alignment with INTASC Standards	Alignment with SPAS
2.8 uses knowledge of how children learn and develop to plan for instruction and assessment. (S)		develops meaningful learning experiences to facilitate learning of all students. (1c)	2.1 3.1 7.1 7.2 9.1	CEC 1-5; 7-9; ACEI 1.0; 3.1; 4.0 NAEYC 1 NCTE 4.10 NCTM 16.3
2.9 selects, develops, and uses formal and informal assessment strategies to evaluate student learning and strengthen instruction and inform decision making. (S)		assesses and analyzes student learning, make appropriate adjustments and monitor student learning. (1d)	8.1 8.2	CEC 8 ACEI 4.0 NAEYC 3 NCTE 4.10 NSTA 8 a, b,c
The Professional as Active Learner 3.1 engages in critical thinking and problem solving opportunities. (S)	Has critical thinking, logic and moral reasoning skills.	demonstrates knowledge through inquiry, critical analysis and synthesis of the subject (1a)	1.4 2.5 4.1	ACEI 3.3 NCTE 2.4; 4.5; 4.6 NSTA 2c; 3b; 4b NCTM 1
3.2 demonstrates an awareness of research and		demonstrates knowledge through	1.6 9.1 9.2	NAEYC 4 CEC 4 NCTE 3.7

Candidate Proficiencies at UVI	Alignment with Institutional Standards	Alignment with NCATE Standards	Alignment with INTASC Standards	Alignment with SPAS
research-based best practices and uses this to inform instruction and adjust teaching to fit the needs of all children. (S)		inquiry, critical analysis and synthesis of the subject. (1a)		NSTA 1 d, e
3.3 appreciates context and relevance of teaching and learning experiences. (D)	has information management and research skills.	demonstrates knowledge through inquiry, critical analysis, and synthesis of the subject. (1a)	5.2	CEC 9 ACEI 3.4 NCSS 1.2
3.4 uses knowledge of effective verbal and non-verbal and media communication strategies to promote student learning (K)	Has highly developed communication skills; has second language skills multicultural and intercultural skills and understanding of aesthetic expression.		6.4	NCTE 3.6 4.6; 4.7 NSTA 5d NCTM 3.6
The Professional as Leader 1.1shows initiative and self-motivation in leadership.			5.1 5.2 5.3 5.4 5.5	

Candidate Proficiencies at UVI	Alignment with Institutional Standards	Alignment with NCATE Standards	Alignment with INTASC Standards	Alignment with SPAS
(D)				
4.2 establishes cooperative partnerships with school colleagues, parents, and the community to support student learning. (S)	has self-awareness, interpersonal leadership and team skills.	Considers schools, family and community contexts in connecting concepts to student prior experiences and applies to real world issues. (1c)	10.3	CEC 10 NAEYC 2, 4 ACEI 5.2 NCTE 2.3 NSTA 10 a, b, c
4.3 demonstrates caring dispositions towards all students.(D)		Demonstrates behaviors that create caring and supportive learning environments and encourages self-directed learning. (1g)		CEC 2, 5, 9 NCTM 7

Table 2
Precondition 4.5 Alignment of Candidate Proficiencies with Institutional and
National Standards
Advanced Programs

Candidate Proficiencies at UVI	Alignment with Institutional Standards	Alignment with NCATE Standards	Alignment with INTASC Standards	ELCC Standards
The Professional as Reflective				
1.1 engages in opportunities for professional growth. (S			9.2 9.3	
1.2 is willing to give and accept constructive criticism. (D)			9.3	
1.3 evaluates the effects of choices and decisions on others. (S)			1.3	
The Professional as Enabler of Student Learning				
2.1 respects and value all learners		Demonstrates behaviors that are consistent and fair and believes that all students can learn (1g)	3.5 5.4 6.3	ELCC 1.2-1.5; 2.1; 2.2; 2.4; 5.1-5.3

Candidate Proficiencies at UVI	Alignment with Institutional Standards	Alignment with NCATE Standards	Alignment with INTASC Standards	ELCC Standards
2.2 develops supervisory plans and organize activities and experiences for all learners. (S)			3.5 5.4 6.3	ELCC 1.2-1.5; 2.1; 2.2; 2.4; 5.1-5.3
2.3 applies knowledge of subject matter content, pedagogical content knowledge, as well as professional knowledge and skills in his/her discipline area. (K)	Has knowledge of history, geography, and demographic characteristics of VI, the Caribbean, US and the World; knowledge of natural and the earth.		1.1	ELCC 1.1; 1.4; 2.3; 3.1 – 3.3; 4.1; 4.3; 6.1
2.4 constructs learning environments that are learner-centered and that encourages positive social interaction, engagement, and self-motivation. (S)			1.5 3.2 5.1 5.3	ELCC 1.1; 1.2; 1.4; 2.1-2.3; 3.1- 3.3; 4.1-4.3; 5.1-5.3; 6.2; 6.3; 7.1 – 7.6

Candidate Proficiencies at UVI	Alignment with Institutional Standards	Alignment with NCATE Standards	Alignment with INTASC Standards	ELCC Standards
2.5 demonstrates sensitivity for diversity. (D)		Understands the diversity of students, families and communities (1f)	3.4 3.5 3.6	
2.6 understands and supports student learning and development(K)		Knows how students learn and how to make ideas accessible to them. (1c)	2.1 3.1 7.1 7.2 9.1	ELCC 1.1; 1.2; 1.4; 2.1-2.3; 3.1-3.3; 4.1-4.3; 5.1-5.3; 6.2; 6.3
The Professional as Active Learner 3.1 engages in critical thinking and problem solving opportunities. (S)	Has critical thinking, logic and moral reasoning skills.		1.4 2.5 4.1	
3.2 demonstrates an awareness of research-based best practices and uses this to inform instruction and adjust teaching to fit the needs of all children. (S)	Has information management and research skills	Collects and analyzes data related to their work, reflects on practice and uses research and technology to support and improve student learning. (1e)	1.6 9.1 9.2	ELCC 1.1; 1.2; 1.4; 2.1-2.3; 3.1-3.3; 4.1-4.3; 5.1-5.3; 6.2; 6.3; 7.1-7.6

Candidate Proficiencies at UVI	Alignment with Institutional Standards	Alignment with NCATE Standards	Alignment with INTASC Standards	ELCC Standards
3.3 uses knowledge of effective verbal and non-verbal and media communication strategies (K)	Has highly developed communication skills; has second language skills multicultural and intercultural skills and understanding of aesthetic expression.		6.4	ELCC 1.1; 1.4; 2.1;- 2.3; 3.1- 3.3; 5.1- 5.3; 4.1- 4.3
The Professional as Leader 4.1shows initiative and self-motivation in leadership. (D)	Has self-awareness, and interpersonal, leadership and team skills.		5.1 5.2 5.3 5.4 5.5	ELCC 6.1-6.3
4.2 establishes cooperative partnerships with school colleagues, parents, and the community to support student learning. (S)		Works with students and families, colleagues and the community in ways that reflect the dispositions expected of professionals (1g)	10.3	ELCC 1.3; 2.1;-2.4; 3.1-3.3; 4.1-4.3; 5.1-5.3; 6.1-6.3

Candidate Proficiencies at UVI	Alignment with Institutional Standards	Alignment with NCATE Standards	Alignment with INTASC Standards	ELCC Standards
4.3 demonstrates caring dispositions towards all students.(D)		Demonstrates behaviors that create caring and supportive learning environments and encourages self-directed learning. (1g)		ELCC 1.5; 3.1-3.3; 4.1-4.3; 5.1-5.3

Table 3
Aligning Proficiencies with Major Assessments and Assessment Points
Initial Program

Transition Points	Proficiencies	Major Assessments	When Assessed	Course
#1 Admission to Program	1.3 The candidates is willing to give and accept constructive criticism (D) 2.1 The candidate respects and value all learners (D) 2.4 The candidate has an in depth knowledge of subject matter content (K) 3.1 The candidate engages in critical thinking and problem solving (S)	Dispositions Survey PRAXIS I	Prior to admission to program	
#2 Admission to Practicum	2.2 The candidate develops supervisory plans and organizes student activities for full participation (S) 2.6 The candidate demonstrates sensitivity for diversity (D) 2.7 The candidate understands how children learn (K)	Lesson Plan Dispositions Survey Observational Checklist	Prior to admission to Practicum	Edu 250 (El Ed) Edu 216 (IECE)

Transition Points	Proficiencies	Major Assessments	When Assessed	Course
	2.8 The candidate uses knowledge of how children learn to plan for instruction (S)	Observational Checklist		Edu 114 (IECE) Edu 230 (El Ed)
# 3 Admission to Internship	2.4 The candidate has an in depth understanding of subject matter content, pedagogical content knowledge, as well as professional knowledge	Comprehensive Exam	Prior to Admission to Student Teaching	
	2.5 The candidate constructs environments that are learner centered and that encourage positive social interaction, engagement, and self-motivation (S)	Portfolio	During Practicum	Edu 257 Edu 354 (ElEd) Edu 304(IECE)
	2.6 The candidate demonstrates a sensitivity for diversity (D)			
	2.7 The candidate understands how children learn (K)	Lesson Plan	During Practicum	"
	2.8 The candidate has knowledge of	Lesson Plan	During Practicum	"

Transition Points	Proficiencies	Major Assessments	When Assessed	Course
	how children learn to plan for instruction (S)			
	3.4 The candidate uses knowledge of verbal and media communication strategies to promote student growth (S)	Observational Checklist	During Practicum	"
#4 Program Completion	1.4 The candidate evaluates the effect of his choices on students and others(S) 2.1 The candidate			

Transition Points	Proficiencies	Major Assessments	When Assessed	Course
	respects and values all learners (D)			
	2.2 The candidate plans and organizes student activities and experiences for full participation (S)	Lesson Plan	During Clinical	Edu 452 Edu 469/497 Edu 407
	2.3 The candidate selects and uses strategies that respond to students' individual needs and learning styles (S)	Student Teaching Competency Form	During Clinical	"
	2.4 The candidate has an in depth understanding of subject matter content, pedagogical content knowledge, as well as professional knowledge and skills (K)	Student Teaching Competency Form	During Clinical	"
	2.5 The candidate constructs environments that are learner centered and that encourage positive social interaction, engagement, and self-motivation (S)	Student Teaching Competency Forms	During Clinical	"
	2.6 The candidate understands and supports student learning and development (S)	Dispositions Survey	During Clinical	

Transition Points	Proficiencies	Major Assessments	When Assessed	Course
	2.7 The candidate understands how students learn (D)	Dispositions Survey	During Clinical	
	2.8 The candidate uses his knowledge of how children learn to plan for instruction (S)	Lesson Plan		
	2.9 The candidate selects, develops, and uses formal and informal assessment strategies to evaluate student learning and strengthen instruction and inform decision making (S)	Observation Checklist	During Clinical	
	3.2 The candidate demonstrates an awareness of research-based practices and uses it to inform decision making (S)	Observational Checklist	During Clinical	
	3.4 The candidate uses knowledge of effective non-verbal and media communication strategies to promote student growth (S)			
	4.1 Candidates show initiative and self-motivation in	Dispositions Survey		

Transition Points	Proficiencies	Major Assessments	When Assessed	Course
	leadership (D) 4.2 The candidate establishes cooperative partnerships with schools, colleagues, parents, and the community to support student learning (S)			
#5 Post Graduation		Employer survey Alumni survey		

Table 4

Aligning Proficiencies with Major Assessments and Assessment Points

Advanced Program

Transition Points	Proficiencies	Major Assessments	When Assessed	Course
#1 Admission to Program	1.2 The candidate is willing to give and accept criticism (D) 2.1 The candidate respects and values all learners (D) 2.5 The candidate demonstrates a sensitivity for diversity (D)	Dispositions Assessment	Prior to admission to program	
#2 Admission to Practicum	1.2 The candidate is willing to give and accept criticism (D) 2.1 The candidate respects and values all learners (D) 2.2 The candidate develops supervisory plans and organizes student activities for full participation (S) 2.5 The candidate demonstrates a sensitivity for diversity (D) 3.2 The candidate uses knowledge of effective non-verbal and media	Dispositions Assessment Student Intervention Plan	Prior to admission to Practicum Prior to admission to Practicum	 Edu. 506

Transition Points	Proficiencies	Major Assessments	When Assessed	Course
	communication (S)			
# 3 Admission to Internship	2.3 The candidate has an in depth understanding of subject matter content, pedagogical content knowledge, as well as professional knowledge and skills (K)	Comprehensive Exam	Admission to Practicum	
	2.4 The candidate constructs environments that are learner centered and that encourage positive social interaction, engagement, and self-motivation (S)	Observation Checklist	Prior to Internship	
	2.5 The candidate demonstrates a sensitivity for diversity (D)			
	2.6 The candidate understands and supports student learning and development (S)	Observation Checklist	Prior to admission to Internship	
	3.1 The candidate engages in critical thinking and problem solving opportunities (S)			
	3.2 The candidate demonstrates an	Action Research	Prior to admission	Edu. 530/600

Transition Points	Proficiencies	Major Assessments	When Assessed	Course
	awareness of research-based practices and uses it to inform decision making (S)		to Internship	
	3.3 The candidate uses knowledge of effective non-verbal and media communication (S)			
	4.1 The candidate shows initiative and self-motivation in leadership (D)	Observation Checklist	During Practicum	Edu.546
	4.2 The candidate establishes cooperative partnerships with schools, colleagues, parents, and the community to support student learning (S)C	School Intervention Plan	During Practicum	Edu. 546
	4.3The candidate demonstrates caring dispositions toward all students and encourage and recognize student success (D)	Observation Checklist	During Internship	Edu.546

Transition Points	Proficiencies	Major Assessments	When Assessed	Course
#4 Program Completion	2.1 The candidate respects and values all learners (D)	School Improvement Program	During Internship	
	2.2 The candidate develops supervisory plans and organizes student activities for full participation (S)	Comprehensive Exam	At program completion	
	2.3 The candidate has an in depth understanding of subject matter content, pedagogical content knowledge, as well as professional knowledge and skills (K)	Internship Portfolio	At program completion	
	2.4 The candidate constructs environments that are learner centered and that encourage positive social interaction, engagement, and self-motivation (S)	Observation Checklist	During Internship	
	2.6 The candidate understands and supports student learning and development (S)	Observation Checklist	During Internship	
	3.2 The candidate demonstrates an awareness of research-based			

Transition Points	Proficiencies	Major Assessments	When Assessed	Course
	practices and uses it to inform decision making (S) 3.3 The candidate uses knowledge of effective non-verbal and media communication (S) 4.1 The candidate shows initiative and self-motivation in leadership (D) 4.2 The candidate establishes cooperative partnerships with schools, colleagues, parents, and the community to support student learning (S) 4.3 The candidate demonstrates caring dispositions toward all students and encourages and recognize student success (D)	Observation Checklist School Simulations	During Internship During Internship	
#5 Post Graduation		Employer survey Alumni survey		

Key Assessments
Table 5

Initial Programs	Admission	Before Entry to Practicum	Entry to Clinical	Before Program Completion	Post Graduation
Elementary Education Inclusive Early Childhood Education Secondary Preparation	GPA PRAXIS I EPE Writing Sample CLE Technology Assessment Dispositions Survey	GPA Lesson Plans Portfolios Observational Checklist Dispositions Survey	GPA Lesson Plans Research-based Project Comprehensive Examination Portfolio Observational Checklist	GPA Exit Survey Portfolio Student Teaching Competency Assessment Lesson Plans Observational Checklist Dispositions Survey	Alumni Survey Employer survey
Advanced Program					
Master of Arts in Education Concentrations: Educational Leadership Guidance and Counseling Teaching	GPA Dispositions Survey	GPA Dispositions Survey Student Intervention Plan Comprehensive Examination	GPA Observation Checklist Action Research School Intervention Plan Project	GPA Comprehensive Exam School Improvement Plan Internship Portfolio School Simulation	Alumni Survey Employer Survey