

Standard R3.3 Competency at Completion

The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought. Multiple measures are provided and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.

Relevant Data from the Title II Report (AY 2021-2022)

The following data points from the Title II Report provide evidence of candidate competency at completion: required completer GPA of 3.0, 130 supervised clinical hours prior to student teaching, 300 student teaching clock hours, and pass rates on the state licensure assessments. One hundred percent of completers met these program requirements. Ninety-eight percent of completers met requirements for license endorsement in one of Virginia's Ten Critical Shortage Areas.

Analysis of Data from the STMFA and STMFA-A (AY 2021-2022)

The Student Teaching Midterm and Final Assessment (STMFA) and the Student Teaching Midterm and Final Assessment Addendum (STMFA-A) are the evaluation instruments used during the student teaching experience to assess students' progress toward fulfillment of academic competency to teach effectively. Both instruments are completed for candidates by the Cooperating Teacher and the University Supervisor at midterm and at the end of student teaching.

R1.1, R3.3 InTASC 1, 2, 3 (Learner Development, Learning Differences, Learning Environments)

In consideration of the data collected at the midterm and final analyses for students in the undergraduate and graduate programs, an overall score was developed to provide numerical interpretation of the candidates' ability to adjust to learning differences, apply critical concepts and principles of learner development, and create a safe and supportive learning environment in the P-12 setting. For students in the undergraduate programs, 100% of students made either gains or lateral progress from the midterm to the final analysis checkpoint, with all achieving the target score of 2.00. For students in the graduate, 89.5% made either gains or lateral progress while also achieving a final target score of 2.00.

R1.2, R3.3 InTASC 4 and 5 (Content Knowledge and Application of Content)

In consideration of the data collected at the midterm and final analyses for students in the undergraduate and graduate programs, an overall score was developed to provide a numerical interpretation of the candidates' ability to apply knowledge of content at the appropriate progression levels and develop equitable and inclusive learning experiences for diverse P-12 learners. For students in the undergraduate and graduate programs, 100% of students made either gains or lateral progress from the midterm to the final analysis checkpoint, with all achieving the target score of 2.00.

R1.3, R3.3 InTASC 6, 7, 8 (Assessment, Planning for Instruction, Instructional Strategies)

In consideration of the data collected at the midterm and final analyses for students in the undergraduate and graduate programs, an overall score was developed to provide a numerical interpretation of the candidates'

ability to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels for P-12 learners. For students in the undergraduate and graduate programs, 100% of students made either gains or lateral progress from the midterm to the final analysis checkpoint, with all achieving the target score of 2.00.

R1.4, R3.3 InTASC 9 and 10 (Professional Learning and Ethical Practice, Leadership and Collaboration)

In consideration of the data collected at the midterm and final analyses for students in the undergraduate and graduate programs, an overall score was developed to provide a numerical interpretation of the candidates' ability to apply their knowledge of professional responsibility at the appropriate progression levels. For students in the undergraduate and graduate programs, 100% of students made either gains or lateral progress from the midterm to the final analysis checkpoint, with all achieving the target score of 2.00.

Aggregating the results from sub-standards R1.1, R1.2, R1.3, & R1.4, we conclude that students in all three analyzed programs (undergraduate and graduate) are overall successfully making gains to the target levels of achievement set out by the teacher preparation program.

Standard RA3.4 Competency at Completion

The provider ensures candidates possess academic competency to help facilitate learning with positive impacts on diverse P-12 student learning and development through application of content knowledge, data literacy, and research-driven decision making, effective use of collaborative skills, and application of technology in the field(s) where certification is sought. Multiple measures are provided and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.

N<10 so data is not reported.