



AAQEP Annual Report for 2023

Provider/Program Name:	University of the Virgin Islands/Teacher Education – Elementary Education, Inclusive Early Childhood Education
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	December 2029

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

The UVI School of Education (SOE) is one of six academic colleges and schools at the University of the Virgin Islands (UVI). It was established in 1962 when the College of the Virgin Islands (now University of the Virgin Islands) was chartered with a focus on preparing teachers. Teachers completed their baccalaureate degree in elementary education, after two years of preparation at the University of Connecticut. The first baccalaureate program the institution added in 1967 was in elementary education. The first baccalaureate in elementary education degrees were conferred in 1970. The first master’s degree offered by the institution was in education and conferred in 1976.

In 2013, the School of Education (SOE) earned accreditation status from the National Council for the Accreditation of Teacher Education. Currently, the SOE is a member of CAEP, holding “NCATE Legacy” accreditation status, until June 2022. There are no state requirements in place that shape/guide the accreditation process for this EPP. Guidance comes from national partners and standards. However, the Virgin Islands Board of Education (VIBOE) is a local partner that engages with the School of Education regularly. Representatives of this Board serve as members of the various stakeholder groups, Education Advisory Council (EAC), Teacher Education Advisory Committee (TEAC), Professional Education Advisory Committee (PEAC) – Master of Art in Educational Leadership (MAEL) and Professional Education Advisory Committee (PEAC) – Master of Art in School Counseling (MASC).

A distinguishing feature of the School of Education (SOE) is its collaboration with schools/colleges of education and ministries of education in neighboring Caribbean islands, like French and Dutch St. Martin. In this territory of the Netherlands, the UVI School of Education (SOE) has offered degrees at both the undergraduate and graduate levels. In collaboration with the University of St. Martin through the UVI@USM initiative, the SOE will be offering a Bachelor of Arts (BA) in elementary education to residents of Saba and St. Eustatius “Statia” Caribbean islands, also located in the Netherland Antilles. The expected start time is fall 2024, when UVI@USM students apply for admission into the School of Education and become teacher candidates. In addition, the St. Martin Ministry of Education is funding a cohort of teachers to enroll in the Post-baccalaureate Certificate in Special Education program, beginning January 2024. Previously, the SOE entered into a partnership agreement with H. Lavity Stoutt College, a community college in the British Virgin Islands (BVI), to prepare teachers. In spring 2024, H. Lavity Stoutt College will partner with the UVI SOE to enroll a cohort of BVI teachers in the Secondary Teaching Certificate program. This is a request of the BVI Ministry of Education. The SOE intends to continue and expand its partnerships across more neighboring Caribbean islands, as well as outside of the Caribbean.

Vision, Mission, and Values

The School of Education’s strategic plan, ***ENHANCING SCHOOL OUTCOMES through a CULTURE OF INNOVATION in the PREPARATION OF EDUCATORS and OTHER SCHOOL PROFESSIONALS***, provides a map of the route that the School of Education (SOE) at the University of the Virgin Islands will take during the years, 2019-2024. This plan was established based on

the following assertions: (1) The SOE will address the challenges of low student enrollment, evidenced across Schools and Colleges of Education in the United States; (2) The SOE will be a first choice for educator and other school professional preparation in the USVI, US mainland, and the wider Caribbean; (3) The SOE will increase program offerings and innovative ways in which to instruct preservice majors, as well as in-service professionals; (4) The SOE will develop a 21st century blueprint for transforming itself into a 21st century program; (5) The SOE will prepare its candidates to become change agents for embedding 21st century knowledge and skills in every aspect of P-12 curricula in accordance with national and state standards. The assumption of leadership and faculty in the School of Education is that these assertions will be made realities only from strategic supports, such as responsible stewardship of the University, a robust faculty in expertise and size, as well as contributions of alumni, current students, and collaborative partnerships.

The purpose of the Unit is to prepare professionals who are leaders that are reflective and active learners and that are committed to enabling students' academic development and success.

Leadership

The UVI School of Education (SOE) is a small academic unit. The Dean, Dr. Karen H. Brown, is the *Unit Manager*. The Chair, Dr. Magdalene Tobias, is the *Academic Supervisor*. Each program has a director or lead faculty member. At the undergraduate level, Dr. Magdalene Tobias serves as the lead of the Elementary Education and Secondary Teacher Education Preparation programs. Dr. Karen Brown serves as the lead of the Inclusive Early Childhood Education (IECE) programs (certificate, AA, and BA). Dr. Clinton Valley serves as Program Director for the Master of Arts in Educational Leadership program. Dr. Xuri Maurice Allen serves as the Program Director for the Master of Arts in School Counseling Program.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

[School of Education \(uvi.edu\)](https://uvi.edu)

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 05/23)	Number of Completers in most recently completed academic year (12 months ending 05/23)
<i>Programs that lead to initial teaching credentials</i>			
BA Elementary Education	Certification in Elementary Education from the Virgin Islands Board of Education (VIBOE)	58	16
BA Inclusive Early Childhood Education	Certification in Early Childhood Education from the VIBOE	17	2
Secondary Teacher Education Preparation	Certification in Secondary Teacher Education from the VIBOE	0	0
Total for programs that lead to initial credentials		75	18
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Total for programs that lead to additional/advanced credentials			
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			

Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		75	18
Unduplicated total of all program candidates and completers		75	18

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

Secondary Teacher Education Preparation (STEP) program (discontinued)

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
75
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
18

C. Number of recommendations for certificate, license, or endorsement included in Table 1.

18

D. Cohort completion rates for candidates who completed the various programs within their respective program’s expected timeframe **and** in 1.5 times the expected timeframe.

Based on the program paradigms for each program, students are expected to complete within four years if enrolled as a full-time student, and 1.5 times this expected timeframe is 6 years. Please note that many students have been impacted by the devastation brought by Hurricanes Irma and Maria in 2017 and COVID-19 in 2020. The University lost many students because of the mandatory vaccination policy that was recently relaxed.

Graduation rates of Inclusive Early Childhood Education (IECE) majors. This is inclusive of pre-IECE.

Inclusive Early Childhood Graduation Rate				
Cohorts	Total Headcount	4-Yr Grad Rate	5-Yr Grad Rate	6-Yr Grad Rate
Fall 2014	16	44%	44%	50%
Fall 2015	12	50%	75%	75%
Fall 2016	17	47%	59%	59%
Fall 2017	20	50%	50%	55%
Fall 2018	18	39%	44%	
Fall 2019	13	46%		

Graduation Rates of Elementary Education (ELEM ED) majors include pre-elementary and pre-education.

Elementary Education Graduation Rate				
Cohorts	Total Headcount	4-Yr Grad Rate	5-Yr Grad Rate	6-Yr Grad Rate
Fall 2014	61	41%	46%	48%
Fall 2015	60	50%	60%	62%
Fall 2016	40	45%	53%	60%
Fall 2017	29	69%	69%	69%
Fall 2018	33	67%	77%	
Fall 2019	29	69%		

Note: The cohorts are all full-time, bachelor's degree-seeking students enrolled in the IECE and/or the ELEM EDU programs including pre-IECE, pre-ELEM, and Pre-EDU, regardless of student class (e.g. Freshman, Sophomore, Junior, etc.). The graduation rate is based on the number of years it took a student to graduate from the specified cohort year in which their enrollment was captured. This method was used as there is no code to designate when a student goes from pre-interest to being formally accepted by the SOE via application and other required criteria.

E. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

There is no territory license examination in the USVI. However, the Virgin Islands Board of Education requires passing certification exam results for the Praxis 2 exam through the Education Testing Service (ETS) as part of the teacher certification requirement. Pass/fail data are not comprehensive. Teachers have up to three years to take and pass their respective subject area exams. Due to the national teacher shortage crisis, teachers have not been held accountable to take the Praxis 2. During this reporting period no program completers took certification exams. Consequently, no pass (or fail) rates were reported.

F. Narrative explanation of evidence available from program completers, with a characterization of findings.

The source of evidence available from program completers includes a program completer forum and survey questionnaire. While 75 program completers were invited to attend the virtual forum, only four attended. The following questions guided the discussion:

- (1) What are the strengths of UVI's teacher education programs? State the program when responding.
- (2) In what ways did your UVI teacher education program prepare you for the teaching field?
- (3) If you could change three things about the programs, what would they be?
- (4) How could the program be made more appealing to others interested in the field?
- (5) Where/what are the areas of growth for UVI teacher education programs and initiatives?

The following themes emerged:

Program completers found great value in graduating from accredited programs. They communicated appreciation for innovative methods of teaching utilized during the pandemic and felt supported in the learning process. Program completers believe professors were very knowledgeable, caring, and ensured comprehension of the content. They found that the guidance provided when struggling with a course was helpful and facilitated the learning process. As a result of their educator preparation from UVI, program completers feel confident in their ability to prepare lesson plans, manage classroom behavior, work with children with diverse ability levels, create a variety of assessments, and the use of different types of technology. Constructive feedback regarding areas of growth for the teacher education programs included the removal of unnecessary courses, such as general education requirements, incorporating a focus on curriculum in students' local contexts (e.g., students residing in neighboring islands outside the U.S. and territories), and providing exposure to multiple lesson plan types across school districts/systems. One

program completer indicated that a heavy course load (reportedly 18 credits during one semester) was extremely challenging to manage during a natural disaster. Please note that this student “stopped out” and was trying to complete additional courses after re-enrolling.

It is important to note that all students are aware they are completing a nationally accredited program in the U.S. However, the programs should do a better job of incorporating culturally responsive pedagogy that highlights international perspectives in teaching and learning.

G. Narrative explanation of evidence available from employers of program completers, with a characterization of findings.

Our employer satisfaction survey is administered to school district/school system administrators in the USVI, US mainland, Saint Kitts, and Netherland Antilles (Dutch Caribbean islands). Overall, employers reported satisfaction with the preparation of program completers. Most respondents reported that they were *satisfied*. This is equivalent to a score of 2. The scale is as follows: 0 = not satisfied, 1 = somewhat satisfied, 2 = satisfied 3 = very satisfied. We are pleased that our graduates are performing at or above the expected level (satisfied or very satisfied). However, results also show four areas for improvement where scores were just under 2: use knowledge of how children learn and develop to plan for instruction and assessment (1.9); select, develop, and use formal and informal assessment strategies to evaluate student learning and strengthen instruction and inform decision making (1.9); match learning activities to instructional outcomes (1.7); and connect outcomes to previous and future learning (1.9). It is important to note that the sample size is low (n =7). In the table below, the means are above 2 for almost every criterion.

Note: This is an abbreviated table.

Based on your interactions and observations of the UVI first year teacher in your building, how well can they do the following?	Mean	SD	N
Engage in opportunities for professional growth	2.6	0.5	7
Evaluate the effects of choices and decisions on others	2.4	0.5	7
Demonstrate sensitivity for diversity	2.4	0.5	7
Show respect for all learners	2.3	0.5	7
Show initiative and self-motivation in leadership	2.3	0.5	7
Construct learning environments that are learner-centered and that encourage positive social interaction, engagement, and self-motivation	2.1	0.4	7
Use teaching strategies that respond to students’ individual needs	2.0	0.6	7
Demonstrate an in-depth understanding of subject matter content, pedagogical content knowledge, as well as professional knowledge and skills	2.0	0.6	7

Respondents were also asked to provide their perspectives via open-ended response about the strengths of the teacher education/initial certification programs, priorities for growth in the next five years, change(s), if any, need to be made to the programs, and what needs to be discontinued. Respondents cited the following as program strengths having professors who are “local,” have or still work within the VIDE as a

plus and supportive of efforts to make connections to the relevance and rigor of student achievement; having an option of multiple programs with “courses that target today's learners”; and having a course in all the core subject areas taught in elementary school setting. Please note that each of these methods courses have a field experience component. One consistent priority across respondents was incorporating research-based strategies that highlight a mental and behavioral health focus, following the challenges of experiencing category 5 hurricanes and the COVID-19 pandemic. Recommendations for changes to the program included (1) exempting teachers with a 10-year teaching experience from the teaching practicum and (2) more time for the teaching practicum. A specific timeframe was not recommended.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers’ ongoing education, e.g., graduate study.

The School of Education is housed in the only IHE in the U.S. Virgin Islands. We are a close-knit network, and our enrollment has been low for a few years now. Consequently, it is easier to keep track of program completers. Most of our enrollment is due to our “grow your own” programs. A small number of program completers do not enter a classroom as a teacher of record; they obtain employment here at the University of the Virgin Islands primarily. Others, through our “grow your own” programs rematriculate as graduate students while remaining employed with the VIDE. This is also the case for our program completers in the Netherland Antilles. Neither the VI Department of Education nor the VI Board of Education collect data on program completers’ certification areas and corresponding employment rate. Further, there is no requirement for the School of Education to provide official recommendation of certification to the VIBOE. However, of the program completers who do seek employment within a school system, 100% are employed. The School of Education will develop and administer a placement (employment, graduate school) survey to program completers at the same time they are asked to complete the exit surveys or add placement questions to existing completer survey.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation						
Grade point average (GPA) at entry and exit of initial preparation/certification programs	The teacher candidates' GPA at admission to the School of Education and at completion of programs serve as an evidentiary source of candidate and completer performance. <i>For all initial preparation/licensure/certification programs, a minimum GPA of 2.5 is required for entry into the School of Education. A final GPA demonstrates understanding of overall competence in candidate/completer content knowledge.</i>	<p>The average GPA of teacher candidates is over the minimum 2.5 requirement. The average GPA of Elementary Education majors following the completion of the EDU 250 Curriculum and Instruction course (taken the first semester of admission into the School of Education) was 3.4. There were no enrolled Inclusive Early Childhood Education (IECE) majors in EDU 250 during this reporting period. However, the average GPA of IECE majors in the previous year was 3.25.</p> <p>The average GPA of program completers remains strong. The average GPA of program completers who were Elementary Education majors completing EDU 452 Student Teaching in Elementary Schools (final semester) was 3.68. The average GPA of program completers who were Inclusive Early Childhood Education majors completing EDU 408 Student Teaching in Early Childhood was 3.58.</p>						
<i>The Framework for Teaching Intellectual Engagement</i> classroom observation tool	<i>The Framework for Teaching Intellectual Engagement</i> is used to observe teacher candidates during their student teaching experience. There are nine criteria areas by which teacher candidates' progress are assessed: <i>Applying Knowledge of Content & Pedagogy, Knowing and Valuing Students, Planning Coherent Instruction, Fostering a Culture for Learning, Supporting Positive Student Behavior, Communicating About Purpose and Content, Using Questioning and Discussion Techniques, Engaging Students in Learning, and Responding Flexibly to Student Needs.</i> Each criterion has indicators called <i>elements of success</i> . Teacher candidates are rated as <i>Not yet, In process, or Established</i> for each element of success. The university	<p>All (100%) of teacher candidates scored in the <i>established</i> range for 13 out of 32 elements of success; 5-6 (71% - 85%) scored in the <i>established</i> range for 16 out of 32 elements. No students scored in the <i>not yet</i> range. Results show that two areas in need of improvement include: Knowledge of interdisciplinary relationships and skills, and Critical thinking questioning, where 3 students (43%) scored in the in-process range.</p> <table border="1" data-bbox="1354 1133 1900 1230"> <thead> <tr> <th>Number of Assessments</th> <th>Mean</th> <th>Standard Deviation</th> </tr> </thead> <tbody> <tr> <td>n = 7</td> <td>90.43</td> <td>7.16</td> </tr> </tbody> </table>	Number of Assessments	Mean	Standard Deviation	n = 7	90.43	7.16
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	<p>supervisor (UT) and cooperating teacher (CT) rate teacher candidates using this observation tool. The final copy is a collaboration between the UT and CT, and uploaded to the Watermark assessment system by the UT.</p>																					
<p>Classroom Management Plan</p>	<p>The Classroom Management Plan is a required assignment for the EDU 351 Classroom Management Course. Candidates enrolled in the <i>Elementary Education</i> program must prepare a plan that demonstrates an approach to effective and professionally responsible classroom management. The scale is as follows: 0 = unobserved, 1 = unacceptable, 2 = developing, 3 = proficient. Candidates must demonstrate minimum competency in all areas at the “proficient” level.</p>	<p>Evidence shows that Candidates have the capacity to: Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts. Most candidates scored 3, which is in the proficient range. No candidates scored in the unacceptable range.</p> <p><i>Rubric assessments with one or more elements marked with N/A are not included in the total rubric score calculations.</i></p> <p>This is an abbreviated Table. (n = 11)</p> <table border="1" data-bbox="1220 699 2032 846"> <thead> <tr> <th>Element</th> <th>Proficient</th> <th>Developing</th> <th>Mean</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>Interaction with parents</td> <td>64.71%</td> <td>0.00%</td> <td>2.82</td> <td>0.40</td> </tr> <tr> <td>Preventive measures</td> <td>64.71%</td> <td>0.00%</td> <td>2.82</td> <td>0.40</td> </tr> <tr> <td>Supportive discipline</td> <td>58.82%</td> <td>5.88%</td> <td>2.91</td> <td>0.30</td> </tr> </tbody> </table>	Element	Proficient	Developing	Mean	SD	Interaction with parents	64.71%	0.00%	2.82	0.40	Preventive measures	64.71%	0.00%	2.82	0.40	Supportive discipline	58.82%	5.88%	2.91	0.30
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<p>Lesson Plan Assignment</p>	<p>Teacher candidates in initial preparation programs prepare lesson plan assignments in methods courses which have field experience requirements and during the student teaching experience. Candidates must demonstrate minimum planning competency in all areas at the “proficient” level. The scale is as follows: 0 = unobserved, 1 = unacceptable, 2 = beginning, 3 = developing, 4 = proficient</p>	<p>This is an abbreviated Table. (n = 36)</p> <table border="1" data-bbox="1220 1078 2032 1286"> <thead> <tr> <th>Element</th> <th>Proficient</th> <th>Developing</th> <th>Mean</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>Instructional objectives</td> <td>69.44% (n = 25)</td> <td>30.56% (n = 11)</td> <td>3.69</td> <td>0.47</td> </tr> <tr> <td>Materials needed</td> <td>75% (n = 27)</td> <td>25% (n = 9)</td> <td>3.75</td> <td>0.44</td> </tr> <tr> <td>Content knowledge</td> <td>91.67% (n = 33)</td> <td>8.33% (n = 3)</td> <td>3.92</td> <td>0.28</td> </tr> </tbody> </table>	Element	Proficient	Developing	Mean	SD	Instructional objectives	69.44% (n = 25)	30.56% (n = 11)	3.69	0.47	Materials needed	75% (n = 27)	25% (n = 9)	3.75	0.44	Content knowledge	91.67% (n = 33)	8.33% (n = 3)	3.92	0.28
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<p>Teacher Work Sample (TWS)</p>	<p>The Teacher Work Sample is a performance-based assessment tool the School of Education uses for teacher candidates to demonstrate their knowledge and skills to plan, implement, and assess an instructional sequence that is guided by standards. The TWS also provides teacher candidates with the opportunity to conduct analyses of their students' learning, as well as self-reflect on their teaching practice for improvement. There are multiple components of the TWS.</p>	<p>This is an abbreviated Table of samples from three sections. Candidates score primarily in the proficient range.</p> <table border="1" data-bbox="1220 272 2032 511"> <thead> <tr> <th>Element</th> <th>Proficient</th> <th>Developing</th> <th>Mean</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>Instructional Implications</td> <td>90% (n = 9)</td> <td>10% (n = 1)</td> <td>2.90</td> <td>0.32</td> </tr> <tr> <td>Instructional strategies</td> <td>100% (n = 6)</td> <td>0%</td> <td>3.00</td> <td>0.00</td> </tr> <tr> <td>Impact on student learning</td> <td>100% (n = 6)</td> <td>0%</td> <td>3.00</td> <td>0.00</td> </tr> </tbody> </table>	Element	Proficient	Developing	Mean	SD	Instructional Implications	90% (n = 9)	10% (n = 1)	2.90	0.32	Instructional strategies	100% (n = 6)	0%	3.00	0.00	Impact on student learning	100% (n = 6)	0%	3.00	0.00
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<p>Completer Exit Survey: Conceptual Framework Competencies</p>	<p>The Completer Exit Survey: Conceptual Framework Competencies allows program completers to assess how their initial preparation/certification program (BA Elementary Education, BA Inclusive Early Childhood Education, or Secondary Teacher Education Preparation) prepared them to “perform as professional educators with the capacity to support success for all learners.” The instrument consists of 22 items beginning with the selection of the initial preparation program. Question 2 is open-ended and asks the teacher candidate to enter the semester of completion. The remaining 20 items employ a four-point Likert scale. The instrument is scored on a 0-3 scale with 0 = not well, 1 = unsure, 2 = very well, and 3 = extremely well.</p>	<p>Overall, program completers were reportedly pleased with their preparation. It is important to note that the respondents for this reporting period were graduates of the Elementary Education program only. Most respondents reported their preparation as <i>extremely well</i> and <i>very well</i>. Extremely well is equivalent to a score of 3. Very well is equivalent to a score of 2. The median for all scores was over a score of 2 (very well). The highest score is 3.0 (extremely well) in two focus areas. The lowest score is 2.4 (very well). We are pleased that our graduates believe they were prepared very well.</p>																				

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																				
<p><i>The Framework for Teaching Intellectual Engagement</i> classroom observation tool</p>	<p><i>The Framework for Teaching Intellectual Engagement</i> is used to observe teacher candidates during their student teaching experience. There are nine criteria areas by which teacher candidates' progress are assessed: <i>Applying Knowledge of Content & Pedagogy, Knowing and Valuing Students, Planning Coherent Instruction, Fostering a Culture for Learning, Supporting Positive Student Behavior, Communicating About Purpose and Content, Using Questioning and Discussion Techniques, Engaging Students in Learning, and Responding Flexibly to Student Needs</i>. Each criterion has indicators called <i>elements of success</i>. Teacher candidates are rated as <i>Not yet, In process, or Established</i> for each element of success. The university supervisor (UT) and cooperating teacher (CT) rate teacher candidates using this observation tool. The final copy is a collaboration between the UT and CT, and uploaded to the Watermark assessment system by the UT.</p>	<p>All (100%) of teacher candidates scored in the <i>established</i> range for 13 out of 32 elements of success; 5-6 (71% - 85%) scored in the <i>established</i> range for 16 out of 32 elements. No students scored in the <i>not yet range</i>. Results show that two areas in need of improvement include: Knowledge of interdisciplinary relationships and skills, and Critical thinking questioning, where 3 students (43%) scored in the in-process range.</p> <p>Total Rubric Score</p> <table border="1" data-bbox="1178 768 1877 833"> <thead> <tr> <th>Number of Assessments</th> <th>Mean</th> <th>Standard Deviation</th> </tr> </thead> <tbody> <tr> <td>n = 7</td> <td>90.43</td> <td>7.16</td> </tr> </tbody> </table>	Number of Assessments	Mean	Standard Deviation	n = 7	90.43	7.16														
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<p>Dispositions Assessment</p>	<p>Data on candidate dispositions were not included in the Quality Assurance Report (QAR). However, it was mentioned in the report that candidates would be assessed at the end of student teaching beginning in the 2022-2023 academic year. Prior to this, students completed a separate self-assessment as part of the application process for admittance to the School of Education. The expectation is that the average score is at least a 3 on every item (1 = does not meet</p>	<p>Results show that most student teachers have exceeded expectations primarily. One area in need of enhancement is <i>Time Management</i> (57.14%, n = 4) exceeds expectations). This is an abbreviated table.</p> <table border="1" data-bbox="1178 1222 1997 1406"> <thead> <tr> <th>Criteria</th> <th>Exceeds</th> <th>Meets</th> <th>Mean</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>Collaboration</td> <td>100%</td> <td>0%</td> <td>3.00</td> <td>0.00</td> </tr> <tr> <td>Attitude</td> <td>85.71% (n = 6)</td> <td>14.29% (n = 1)</td> <td>2.86</td> <td>0.38</td> </tr> <tr> <td>Initiative</td> <td>100% (n = 6)</td> <td>0%</td> <td>3.00</td> <td>0.00</td> </tr> </tbody> </table>	Criteria	Exceeds	Meets	Mean	SD	Collaboration	100%	0%	3.00	0.00	Attitude	85.71% (n = 6)	14.29% (n = 1)	2.86	0.38	Initiative	100% (n = 6)	0%	3.00	0.00
Criteria	Exceeds	Meets	Mean	SD																		
Collaboration	100%	0%	3.00	0.00																		
Attitude	85.71% (n = 6)	14.29% (n = 1)	2.86	0.38																		
Initiative	100% (n = 6)	0%	3.00	0.00																		

	expectations, 2 = developing, 3 = meets expectations, 4 = exceeds expectations).	<table border="1"> <tr> <td>Legal/ethical conduct</td> <td>85.71% (n = 6)</td> <td>14.29% (n = 1)</td> <td>2.86</td> <td>0.38</td> </tr> </table>	Legal/ethical conduct	85.71% (n = 6)	14.29% (n = 1)	2.86	0.38	
Legal/ethical conduct	85.71% (n = 6)	14.29% (n = 1)	2.86	0.38				
Electronic Portfolio	The Electronic Portfolio is the product of the combined components of the Teacher Work Sample. The tool used to assess candidates is a rubric with a 3-point scale: 1 = unacceptable, 2 = developing, 3 = proficient.	<p>The majority (>80%) of Candidates scored in the proficient range.</p> <p>Total Rubric Score</p> <table border="1"> <thead> <tr> <th>Number of Assessments</th> <th>Mean</th> <th>Standard Deviation</th> </tr> </thead> <tbody> <tr> <td>n = 6</td> <td>17.50</td> <td>0.84</td> </tr> </tbody> </table>	Number of Assessments	Mean	Standard Deviation	n = 6	17.50	0.84
Number of Assessments	Mean	Standard Deviation						
n = 6	17.50	0.84						
Completer Exit Survey: Conceptual Framework Competencies	The Completer Exit Survey: Conceptual Framework Competencies allows program completers to assess how their initial preparation/certification program (BA Elementary Education, BA Inclusive Early Childhood Education, or Secondary Teacher Education Preparation) prepared them to “perform as professional educators with the capacity to support success for all learners.” The instrument consists of 22 items beginning with the selection of the initial preparation program. Question 2 is open-ended and asks the teacher candidate to enter the semester of completion. The remaining 20 items employ a four-point Likert scale. The instrument is scored on a 0-3 scale with 0 = not well, 1 = unsure, 2 = very well, and 3 = extremely well.	Overall, program completers were reportedly pleased with their preparation. It is important to note that the respondents for this reporting period were graduates of the Elementary Education program only. Most respondents reported their preparation as <i>extremely well</i> and <i>very well</i> . Extremely well is equivalent to a score of 3. Very well is equivalent to a score of 2. The median for all scores was over a score of 2 (very well). The highest score is 3.0 (extremely well) in two focus areas. The lowest score is 2.4 (very well). We are pleased that our graduates believe they were prepared very well.						

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

Attaining a new national accreditation with AAQEP is a significant milestone of which we are proud. The School of Education received the President’s Appreciation Award during this reporting period for this achievement. We continue to experience a significant decline in enrollment but are collaborating with local and international school systems and Ministries of Education on “grow your own” efforts to meet the needs of these communities. We are stepping more closely into the 21st century with the purchase and use of professional development services using technology, such as the Torsh system ([Professional Learning Platform Features and Benefits | Torsh](#)) and RoboKind ([Assistive](#)

[Technology & Curriculum for Autistic Students | RoboKind](#))

AI robots. Robokind is an education technology company that combines assistive technology with meaningful curriculum. The interactive robots & avatars support teachers in keeping students engaged and on task. The CASE-endorsed curriculum facilitates students learning foundational life skills and early literacy fundamentals. The Robots also teach social emotional skills to students with autism.

Housed in the School of Education, the on-campus Inclusive Early Learning Center was awarded \$290,489.00 by the Government of the Virgin Islands Department of Human Services, Office of Childcare Regulatory Services (OCCRS), under the American Rescue Plan Act 2101VICSC6. The purpose of the grant is to stabilize existing childcare businesses that are facing financial hardship due to the COVID-19 pandemic and to support the stability of the childcare sector during and after the COVID-19 public health emergency. The Inclusive Early Learning Center is used as a model training center for the OCCRS. It is currently registered with the National Association for the Education of Young Children (NAEYC), which will enable us to pursue national accreditation of our programs (early learning and teacher education). When this is accomplished, we will be the only NAEYC-accredited program in the territory.

However, challenges remain. Generally, the budget for the School of Education is insufficient. We are under sourced and experience a turnover of faculty due to an inability to offer competitive salaries. With a small number of full-time faculty, the SOE relies heavily on part-time/adjunct faculty to teach courses. In addition, the Dean assists 1-2 times per academic year to teach a class, as well as develop/revise programs. Yet, we remain resilient and committed to striving toward excellence.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

	Standard 1
Goals for the 2023-24 year	Increase the number of teacher candidates who will take the Praxis 2 Certification exam prior to graduation from program
Actions	<ul style="list-style-type: none"> (1) Develop Praxis II exam preparation courses for elementary education and early childhood education. (2) Add Praxis 2 exam preparation course to paradigm/program course sequence. (3) Require candidates to take exam prior to graduation.
Expected outcomes	<p>Teacher candidates will increase self-efficacy and confidence to pass the exam. More teacher candidates will take the Praxis 2 exam sooner. Increased structured preparation will increase successful pass rates. More teachers in the local school district will be certified.</p>
Reflections or comments	The School of Education Dean has also met with the Virgin Islands Board of Education to consider special certification for teacher candidates in their final semester to work as the teacher of record while simultaneously completing student teaching. It is hoped that this will serve as an incentive and lessen the hardship of completing the school internship without working.
	Standard 2
Goals for the 2023-24 year	Maintain current efforts to collect data.

Actions	No specific action steps
Expected outcomes	N/A
Reflections or comments	We continue to utilize the Watermark assessment system and Microsoft forms to facilitate the process of collecting and managing data.
	Standard 3
Goals for the 2023-24 year	Increase data on program completer placement.
Actions	Develop and administer a survey to program completers regarding employment placement to capture concrete data in this area. Continue to work with the UVI Institutional Assessment office to capture placement data. Provide professional development webpage training to administrative specialist.
Expected outcomes	Increased specific data and knowledge of program completer placement and employment Posting of performance data readily available for the public.
Reflections or comments	The guidance and example provided in the 2023 annual report guide has been very helpful regarding a structured way to collect placement data. For the past 10-12 years, website maintenance has been the responsibility of individual units. This has resulted in inconsistency and disparity in webpage appearance across units. In response to having limited human resources, the School of Education has engaged college work study students in the past to assist with this task, but this has posed a challenge due to natural turnover. We are in the process of hiring a more reliable and efficient administrative specialist who will be the point person for management of our webpage. Training on website maintenance will allow for posting of performance data, as required by AAQEP and for public awareness. The new administrative specialist will join our team on Monday, January 8, 2024. The School of Education will comply with the requirements of Part I of the annual report in January 2024.
	Standard 4
Goals for the 2023-24 year	Maintain current efforts to collect data.
Actions	No new action steps

Expected outcomes	N/A
Reflections or comments	We will continue to engage our stakeholder groups (Education Advisory Council, Teacher Education Advisory Council).

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

N/A

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

The preparation of teacher candidates to take the Praxis 2 certification exam will increase alignment with courses, specific learning outcomes, and pass rates. Developing a structure to capture employment rates and other placement information will provide consistent reliable data on our program completers. We are partnering with colleagues in the College of Science and Math (CSM) to prepare a proposal to the National Science Foundation (NSF) to co-develop a science and technology plan that will serve several purposes, including bolstering STEM education offerings in and recruitment to the School of Education. We hope to collaborate with the local board of education and department of education to provide incentives for STEM-prepared teacher candidates at the elementary and secondary teaching levels.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider’s response to those changes (indicate “n/a” if no changes have been made or are anticipated).

N/A

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Karen Harris Brown, PhD., MPH, CCC-SLP	Karen Harris Brown, PhD., MPH, CCC-SLP, Dean and Professor

Date sent to AAQEP:	12/13/2023
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