



AAQEP Annual Report for 2024

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 was 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 interim Chair, Mr. Erik Heikkila, is the *Academic Supervisor*. Mr. Heikkila is a tenured assistant professor and Director of Physical Education. With the retirement of the prior department chair, Dr. Magdalene Tobias, in May 2024, Dean Brown now temporarily serves as the lead of the teacher education programs (Elementary Education, Inclusive Early Childhood Education (IECE) degree programs and certificate programs in Secondary Teaching and Teaching English as a Second Language (TESL). Junior, tenure-track faculty support the Dean in this role by serving as faculty advisors and assisting with curriculum development. Each graduate education program has a director or lead faculty who also serves as the faculty advisor. 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. Dean Brown serves as lead of the Postbaccalaureate Certificate in Special Education and Education Specialist (EdS) in School Psychology programs.

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 \(uvi.edu\)](http://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 2023-2024

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 05/24)	Number of Completers in most recently completed academic year (12 months ending 05/24)
<i>Programs that lead to initial teaching credentials</i>			
BA Elementary Education	Certification in Elementary Education from the Virgin Islands Board of Education (VIBOE)	60	7
BA Inclusive Early Childhood Education	Certification in Early Childhood Education from the VIBOE	22	1
Total for programs that lead to initial credentials		82	8
<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	82	8
Unduplicated total of all program candidates and completers	82	8

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.)

None for this reporting period

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.
82
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.
8
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
8
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.

**Bachelor Degree-Seeking Inclusive Early Childhood Education
Completion Rates by Cohort**

Fall Cohort	Original Cohort Size	2-Year Graduation Rate (%)	3-Year Graduation Rate (%)	4-Year Graduation Rate (%)
Fall 2018	1	100%	100%	100%
Fall 2019	2	100%	100%	100%
Fall 2020	1	100%	100%	100%
Fall 2021	0	0%	0%	
Fall 2022	0	0%		
Fall 2023	0			

**Bachelor Degree-Seeking Elementary Early Childhood Education
Completion Rates by Cohort**

Fall Cohort	Original Cohort Size	2-Year Graduation Rate (%)	3-Year Graduation Rate (%)	4-Year Graduation Rate (%)
Fall 2018	2	100%	100%	100%
Fall 2019	2	100%	100%	100%
Fall 2020	6	83%	100%	100%
Fall 2021	5	100%	100%	
Fall 2022	1	0%		
Fall 2023	1			

Fall Cohort - indicates the academic semester in which the cohort was established (e.g. Fall 2018, Fall 2019, etc.)

Cohort Size: the number of students whose major changed from Pre-Education and Pre-Elementary to Education and/or Elementary Education

2-year grad rate (%) - percentage of students in the cohort who graduated within 2 years of change of major or met program entry requirements

3-year grad rate (%) - percentage of students in the cohort who graduated within 3 years of change of major or met program entry requirements

4-year grad rate (%) - percentage of students in the cohort who graduated within 4 years of change of major or met program entry requirements

Note:

Graduation rates were analyzed separately for students formally admitted into the School of Education (SOE) programs based on SOE-specific admission criteria, and for students who initially declared an interest in SOE programs. This distinction is necessary because the graduation rates of these groups differ: students admitted into SOE programs are typically continuing students who have met specific admission criteria, while those declaring an interest are newly entering freshmen students not yet formally admitted to the program.

The First-Time, First-Year Bachelor degree-seeking tables include students declared as Pre-IECE, Pre-ELEM ED, or Pre-Education, as well as new first-time, first-year freshmen whose majors are recorded as IECE, ELEM ED, or EDU in the system, but has not yet met the SOE criteria to formally enter the programs.

Only bachelor degree-seeking students were included in the calculations, as this is the reporting standard, unless otherwise specified.

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 there are no pass (or fail) rates reported. To address this issue, the School of Education hired a consultant to develop Praxis 2 certification preparation examination courses for Early Childhood Education and Elementary Education. The course is now required, and the expectation is for students to register and take the Praxis 2 exam for the respective subject prior to graduation.

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

Evidence available from program completers includes survey questionnaires. These questionnaires focus on the perspectives of program completers regarding their preparation for a teaching position in their respective subject matter (Early Childhood Education and Elementary Education) and unit operations. *Unit Operations* refers to policies, activities and services that support students as they seek School of Education degrees. Unit Operations include instruction, field experiences and student teaching, advisement, structures and policies, and interactions with leadership, faculty and staff members.

During this reporting period, 12 program completers responded to the UVI School of Education Completer Exit Survey:
Conceptual Framework.

Most completers (67%) responded that the School of Education (SOE) had prepared them **extremely well** to:

- (1) engage in opportunities for professional growth. The remaining respondents (33%) indicated that the SOE had prepared them **very well**.
- (2) use their strengths and weaknesses as learning tools to modify and make appropriate adjustments to instruction. The remaining respondents (33%) indicated that the SOE had prepared them **very well**.
- (3) give and accept constructive criticism. The remaining respondents (33%) indicated that the SOE had prepared them **very well**.
- (4) evaluate the effects of your choices and decisions on others. The remaining respondents (33%) indicated that the SOE had prepared them **very well**.
- (5) integrate technology in the activities and experiences planned for all learners. The remaining respondents (33%) indicated that the SOE had prepared them **very well**.
- (6) demonstrate sensitivity for diversity. The remaining respondents (33%) indicated that the SOE had prepared them **very well**.
- (7) to demonstrate caring dispositions towards all students. The remaining respondents (33%) indicated that the SOE had prepared them **very well**.

Most completers (75%) responded that the School of Education (SOE) had prepared them **extremely well** to show respect for all learners. The remaining respondents (25%) indicated that the SOE had prepared them **very well**.

Most completers (58%) indicated that the School of Education (SOE) had prepared them **extremely well**:

- (1) with an in-depth understanding of subject matter content, pedagogical content knowledge, as well as professional knowledge and skills. In addition, 33% indicated that the SOE had prepared them **very well**. One respondent indicated that their preparation was not well.
- (2) to use knowledge of how children learn and develop to plan for instruction and assessment. The remaining respondents (42%) indicated that the SOE had prepared them **very well**.
- (3) to select, develop and use formal and informal assessment strategies to evaluate student learning, strengthen instruction and inform decision making. The remaining respondents (42%) indicated that the SOE had prepared them **very well**.
- (4) to engage in critical thinking and problem-solving opportunities. The remaining respondents (42%) indicated that the SOE had prepared them **very well**.
- (5) to show initiative and self-motivation in leadership. In addition, 33% indicated that the SOE had prepared them **very well**. One respondent indicated that their preparation was not well.
- (6) to establish cooperative partnerships with school colleagues, parents, and the community that support student learning. Twenty-five percent indicated that the SOE prepared them **very well** and 16% indicated that the preparation was not well.

Half of the respondents (50%) indicated that the School of Education (SOE) had prepared them **extremely well**:

- (1) to use teaching strategies that respond to students' individual needs. Half (50%) indicated that the SOE had prepared them **very well**. One respondent indicated that they were *unsure*.
- (2) to construct learning environments that are learner- centered and that encourage positive social interaction, engagement, and self-motivation. The remaining half indicated that the SOE had prepared them **very well**.
- (3) with an understanding of how children learn and develop. The remaining half indicated that the SOE had prepared them **very well**.
- (4) use research-based best practices to inform instruction and adjust teaching to fit the needs of all children. Half (50%) indicated that the SOE had prepared them **very well**. One respondent indicated that they were *unsure*.
- (5) show an appreciation for context and relevance of teaching and learning experiences. The remaining half indicated that the SOE had prepared them **very well**.

Half of the respondents (50%) indicated that the School of Education (SOE) had prepared them **very well** to use knowledge of effective verbal and non-verbal and media communication strategies that promote student learning. Forty-two percent indicated that the preparation was **extremely well**, and one respondent indicated not well.

During this reporting period, 10 program completers responded to the UVI School of Education Completer Exit Survey: **Unit Operations**. Respondents rated aspects of the School of Education's operations in terms of **quality**.

5 = very good 4 = good 3 = fair 2 = poor 1 = very poor

Most respondents (60%) rated the following aspects **very good**.

- Accuracy of assessments of your academic performance in your education/pedagogy/teaching courses
- Accuracy of assessment of your teaching/planning skills of performances (field experience and student teaching)
- Accuracy of assessment of such elements as your attitudes or dispositions
- Access to course grades and other academic information
- Length of field experience available to you
- Degree to which instructor modeled best practice in instruction
- Degree to which professors/instructors demonstrated in their practices the types of assessments that you are expected to employ in the field
- Performance of the faculty overall
- Availability of leadership to students
- Quality of student support by leadership
- The overall approach (friendliness or student centeredness) displayed by faculty in their advisory role
- The accuracy of advising in terms of education courses

Half (50%) of the respondents rated the following aspects as **very good**. The remaining respondents rated the following aspects as good (33%).

- Access to education courses needed
- Quality of field experiences available to you
- Overall experience with student teaching in preparation for profession

Most respondents rated their preparation and the quality of the School of Education's operations as very good or good. Addressing the concerns of the respondents who did not rate the aspects as very good or good is an ongoing focus. UVI has entered a consortium of institutions that offers courses to member students. Taking a course through the Acadeum consortium is offered when a UVI course is canceled due to low enrollment. Students can stay on track to graduation, as per the program paradigm as a result. A field Experience Coordinator was hired to build structure for the courses that house field experiences. In addition, course instructors have met to discuss and share their field experience assignments and processes. Teacher candidates are now required to enroll in a Praxis 2 Certification examination preparation course while simultaneously completing the student teaching experience.

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

The Employer Satisfaction survey yielded limited respondents, n = 2 during this reporting period. The SOE sought to use an internal survey to target specific employers who have hired SOE program completers on a repeated basis. One respondent

reported the role of principal. The second indicated “other” and did not specify the position title. Respondents rated their satisfaction of program completers utilizing the following scale.

3 = very satisfied 2 = satisfied 1 = somewhat satisfied 0 = not satisfied

The findings demonstrate overall satisfaction among employers with UVI graduates/teacher education program completers. The specifics for these findings are presented below.

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?	Rating	Rating	N
Engage in opportunities for professional growth	3	2	2
Evaluate the effects of choices and decisions on others	3	3	2
Demonstrate sensitivity for diversity	3	3	2
Show respect for all learners	3	2	2
Show initiative and self-motivation in leadership	3	2	2
Construct learning environments that are learner-centered and that encourage positive social interaction, engagement, and self-motivation	3	2	2
Use teaching strategies that respond to students’ individual needs	3	2	2
Demonstrate an in-depth understanding of subject matter content, pedagogical content knowledge, as well as professional knowledge and skills	3	2	2

The survey also included open-ended questions, providing the opportunity for qualitative responses.

When asked, “What do you see as the strengths of the undergraduate programs?”, respondents indicated “teaching practicum” and “The strengths is having a course in all the core subject areas taught in elementary school.”

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.

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																				
Classroom Management Plan	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>Evidence shows that Teacher Candidates are proficient in creating productive learning environments and using 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="1123 1019 1938 1258"> <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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GPA/Admissions Process at entry to program	2.5 GPA minimum for acceptance to program	100% The average GPA of teacher candidates is over the minimum 2.5 requirement and remains strong from the prior year.																				

Lesson Plan Assignment- Field Experiences	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>This is an abbreviated table. (n = 9)</p> <table border="1"> <thead> <tr> <th>Element</th> <th>Proficient</th> <th>Developing</th> <th>Beginning</th> </tr> </thead> <tbody> <tr> <td>Instructional objectives</td> <td>100% (n = 9)</td> <td></td> <td></td> </tr> <tr> <td>Materials needed</td> <td>88.89% (n = 8)</td> <td></td> <td>11.11% (n = 1)</td> </tr> <tr> <td>Content knowledge</td> <td>88.89% (n = 8)</td> <td></td> <td>11.11% (n = 1)</td> </tr> <tr> <td>Differentiated instructional strategies</td> <td>77.78% (n=7)</td> <td>11.11% (n=1)</td> <td>11.11% (n=1)</td> </tr> <tr> <td>Lesson development</td> <td>88.89% (n = 8)</td> <td></td> <td>11.11% (n = 1)</td> </tr> <tr> <td>Differentiated assessment</td> <td>88.89% (n = 8)</td> <td></td> <td>11.11% (n = 1)</td> </tr> </tbody> </table>	Element	Proficient	Developing	Beginning	Instructional objectives	100% (n = 9)			Materials needed	88.89% (n = 8)		11.11% (n = 1)	Content knowledge	88.89% (n = 8)		11.11% (n = 1)	Differentiated instructional strategies	77.78% (n=7)	11.11% (n=1)	11.11% (n=1)	Lesson development	88.89% (n = 8)		11.11% (n = 1)	Differentiated assessment	88.89% (n = 8)		11.11% (n = 1)
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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 and BA Inclusive Early Childhood Education) 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. 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). N = 12																												

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
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	Overall, program completers were reportedly pleased with their preparation. Most respondents reported their preparation as <i>extremely well</i> and <i>very well</i> . Extremely well is

	Elementary Education and BA Inclusive Early Childhood Education) 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.	equivalent to a score of 3. Very well is equivalent to a score of 2.
Employer Satisfaction survey	Respondents rate their satisfaction of program completers utilizing the following scale. 3 = very satisfied 2 = satisfied 1 = somewhat satisfied 0 = not satisfied	The findings demonstrate overall satisfaction among employers with UVI graduates/teacher education program completers.
Completer Exit Survey: Unit Operations.	Respondents rate aspects of the School of Education’s operations in terms of quality according to the following scale. 5 = very good 4 = good 3 = fair 2 = poor 1 = very poor	Most respondents (60%) rated their satisfaction as very good .

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.

The School of Education continues 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. On January 14, 2024, the Governor of the U.S. Virgin Islands and a representative of the U.S. Department of Labor will enter a MOU and public signing ceremony for the Teacher Apprenticeship program. The School of Education is a partner of this initiative.

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 2024-25 year	Increase the number of teacher candidates who will take the Praxis 2 Certification exam prior to graduation from program.
Actions	Ensure that teacher candidates enroll in and register for the newly developed Praxis 2 certification exam course for their respective subject matter. Offer the opportunity to current practicing teachers.
Expected outcomes	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.
Reflections or comments	The Virgin Islands Board of Education has accepted the School of Education's proposal for special certification of UVI teacher candidates in their final semester.
	Standard 2
Goals for the 2024-25 year	Increase consistency of data collection methods.
Actions	Review current assessments and processes as a committee to determine any need for modifications.
Expected outcomes	Maximize sample size

Reflections or comments	With the retirement of the department chair, there was a decline in consistent data collection.
	Standard 3
Goals for the 2024-25 year	Increase response rate of Employer Satisfaction Survey
Actions	Reach out to all employers and individual principals with survey link and importance of receiving input.
Expected outcomes	Increased feedback regarding the quality of program completers, as well as the strengths and areas in need of enhancement for the teacher preparation programs.
Reflections or comments	Increase response rate of Employer Satisfaction Survey
	Standard 4
Goals for the 2024-25 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.

Continued collaborations with colleagues in science and math will bolster the self-efficacy and skillsets of teacher candidates in STEM Education, particularly at the elementary level.

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:	12-17-2024
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