

APPENDIX C
Institutional Questionnaire
For Use in Preparing the Institutional Report

Office of Postsecondary Education
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2000-01

Institution name: Virginia State University
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Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 7, 2002. Annual state reports to the Secretary are first due on October 7, 2001. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2001, for use by states in preparing annual report cards to the Secretary.

Paperwork Burden Statement

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 4/30/2003). The time required for institutions to complete this information collection is estimated to average 66 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 6081, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Please provide the information in the attached Institutional Report Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state. This information will be provided to your institution by the state or the testing company.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name:					
Academic year:					
Number of program completers:					
Type of Assessment †	Assessment Code Number	# taking assess.	# passing assess.	Institut. pass rate	Statewide pass rate
PPST Reading	710	3		N/A	
<i>Basic Skills</i>	CBT Reading	711	5	N/A	
Assessment 1	PPST Writing	720	2	N/A	
Assessment 2	CBT Writing	721	6	N/A	
Assessment 3	PST Mathematics	730	4	N/A	
.....	CBT Mathematics	731	4	N/A	
Professional Knowledge					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
Academic Content Areas (math, English, biology etc.)					
Assessment 1	Math	061	1	N/A	
Assessment 2	Music	113	2	N/A	
Assessment 3					
.....					
Other Content Areas (elementary education, career/technical education, health education, etc.)					
Assessment 1					

Assessment 2					
Assessment 3					
.....					
<i>Teaching Special Populations (special education, ESL etc.)</i>					
Assessment 1					
Assessment 2					
.....					
<i>Performance Assessments</i>					

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name: Virginia State University				
Academic year: 2000-2001				
Total number of program completers: 8				
Type of Assessment †	# taking assess	# passing assess	Institut. pass rate	Statewide pass rate
<i>Aggregate: Basic Skills*</i>	8			
<i>Aggregate: Professional Knowledge*</i>				
<i>Aggregate: Academic Content Areas (math, English, biology etc.)*</i>	3			
<i>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>				
<i>Aggregate: Teaching Special Populations (special education, ESL,..)*</i>				
<i>Performance Assessments*</i>				
<i>Summary of Individual Assessments**</i>				
<p><i>*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).</i></p> <p><i>**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).</i></p>				

† See appendix E for a list of teacher assessments by skill and knowledge categories

NAME OF INSTITUTION:

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by **April 8, 2002**, the relevant information is for those completing program requirements in academic year 2000-01. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2000-01, including all areas of specialization.

1. Total number of students enrolled during 2000-01: 8

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2000-01? 8

3. Please provide the numbers of supervising faculty who were:

 0 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

 1 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

 2 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

NAME OF INSTITUTION:

Total number of supervising faculty for the teacher preparation program during 2000-01:
_6_____

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 1.3 (i.e., 8/6)
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 32 hours. The total number of weeks of supervised student teaching required is 13. The total number of hours required is 416 hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?
X Yes _____ No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? _____ Yes X No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this questionnaire.

See the attached Supplemental Data Sheets.

Section IV. Certification.

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

_____ (Signature)

Dr. James E. Laws, Jr. Name of responsible institutional representative
for teacher preparation program

Director of Teacher Education Title

Certification of review of submission:

_____ (Signature)

NAME OF INSTITUTION:

Dr. Eddie N. Moore Name of President/Chief Executive (or designee)

President Title

*Virginia Department of Education
Division of Teacher Education and Licensure*

P. O. Box 2120

Richmond, VA 23218-2120

SUPPLEMENTAL DATA

FOR THE TITLE II STATE REPORT

NAME OF INSTITUTION VIRGINIA STATE UNIVERSITY
RESPONDENT NAME Dr. James E. Laws, Jr.
RESPONDENT TITLE Director of Teacher Education
ADDRESS Post Office Box 9074, Petersburg, Virginia 23806
TELEPHONE NUMBER (804) 524-6886
FAX NUMBER (804) 524-6960

NAME OF INSTITUTION:

ELECTRONIC MAIL ADDRESS

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SUPPLEMENTAL DATA

- 1. Please provide a brief statement describing your institution (e.g., mission statement, student demographics such as residential/commuter, full/part-time, etc.).**

Virginia State University, America's first fully state supported four-year institution of higher learning for African-Americans, is a comprehensive university and one of two land-grant institutions in the Commonwealth of Virginia. Its mission is to promote and sustain academic programs that integrate instruction, research, and extension/public service in a design most responsive to the needs and endeavors of individuals and groups within its scope of influence. Ultimately, the University is dedicated to the promotion of knowledgeable, perceptive, and humane citizens-secure in their self-awareness, equipped for personal fulfillment, sensitive to the needs and aspirations of others, and committed to assuming productive roles in a challenging and ever-changing global society. A Historically Black College/University (HBCU), Virginia State's enrollment is approximately 4,353 students, and more than ninety-one percent of the students are African-American. Most undergraduate students are full-time residents and most graduate students are part-time commuters.

- 2. Describe your conceptual framework (no more than 5-7 sentences).**

The Conceptual Framework for the professional/teacher education programs is developed on the theme "committed to education for leadership in multicultural and global educational communities." It is linked to the university's mission and unit's mission to provide effective academic programs that meet the needs of diverse groups in our society. The nexus of the framework is to develop teachers and other education professionals that are caring, competent, and effective. The framework is new, and the assessment components of it are still being developed. The framework is for both undergraduate and graduate programs.

- 3. Describe briefly current partnerships with K-12 schools.**

The teacher/professional education unit is developing a partnership with Ettrick Elementary School in Chesterfield County Public Schools to establish a tutorial reading program involving teacher education candidates from Virginia State University. As an extra-curricular activity, teacher candidates will help improve the oral reading skills of elementary students. The program will offer hands-on experiences for teacher education candidates to work with children with reading difficulties while also simultaneously serving as an added resource for the school division. The long-range plans are to expand the program into other disciplines such as mathematics.

- 4. List requirements for admission to the teacher education program.**

-Application to the Teacher Education Program includes;
Faculty recommendations,
Health evaluation,
Speech Test,
Autobiographical Sketch, and

NAME OF INSTITUTION:

- Praxis I Scores,
- First three semesters of coursework with a minimum 2.5 GPA
- Writing Examination
- Interview by Faculty Team
- Copy of Academic Transcript

5. **List requirements for admission to student teaching.**
 - Admitted to the Teacher Education Program
 - Application to Student Teaching
 - Completion of entire academic program with a 2.5 cumulative GPA
 - Chairperson's Approval & School Assignment Request Form
 - Copy of Academic Transcript
 - Praxis II passing scores (Effective July 1, 2002)

6. **List specific program exit requirements (such as Praxis II).**
 - Program Completion with 2.5 GPA
 - Praxis I Passing Scores
 - Praxis II Passing Scores (Effective July 1, 2002)
 - Student Teaching & Student Teaching Seminar
 - Professional Portfolio
 - Student Teaching Journal/Logbook
 - Student Teaching Evaluations and Time Records
 - Post Student Teaching Evaluation Workshop

7. **List type(s) of accreditation.**
 - The Commission on Colleges of the Southern Association of Colleges and Schools, to award bachelor's and master's degrees and a certificate of advanced graduate study.

 - National Council for Accreditation of Teacher Education

 - National Association of Schools of Music (Music Program)

 - American Dietetics Association (Dietetics Program)

 - Technology Accreditation Commission of the Accreditation Board for Engineering Technology (Engineering Technology Program)

 - National Association for Sports and Physical Education

8. **Briefly describe mentoring/clinical faculty programs at your institution.**

NA

9. **Please provide the following information regarding faculty in your professional preparation program:**

NAME OF INSTITUTION:

- a) **number of full-time faculty 12**
- b) **average number of courses taught by each full-time faculty 3**
- c) **number of full-time faculty with K-12 teaching experience 6**
- d) **number of adjunct faculty 8**
- e) **number of courses taught by adjunct faculty 16**
- f) **qualifications for teaching as adjunct faculty (briefly describe)**

Adjunct faculty members are expected to have a minimum of a master's degree in the area in which they are hired to teach. The adjunct faculty members in the Education Department are former professors from the university who have retired but have returned to serve as adjuncts in the disciplines in which they previously taught. Two individuals hired are former local school superintendents with doctorate degrees. A combination of experience and education is weighed in considering whether an individual is qualified to serve as an adjunct.

NAME OF INSTITUTION:

10. Please provide the following information for the 2000-2001 academic year:

2000-2001 ACADEMIC YEAR								
(Column 1) Total Number of Program Completers	(Column 2) GENDER		(Column 3) RACE					
	Of the total number in Column (1), please indicate the number of program completers by gender:		Of the total number in Column (1), please indicate the number of program completers by race:					
	Female	Male	American Indian/ Alaskan Native	Asian or Pacific Islander	Black (not of Hispanic Origin)	Hispanic	White (not of Hispanic origin)	Unknown
8	6	2			4		4	

11. Please indicate the number of program completers by teaching area for the 2000-2001 academic year.

Teacher Preparation Program	Number of Program Completers
Elementary Education (including early childhood education)	2
Middle Education	
Adult Education	
Art	
Computer Science	
Dance	
English	1
English as a Second Language	
Foreign Language (indicate language): _____ _____	
Health and Physical Education	2
History and Social Science	
Library Media	
Mathematics	1
Music-Instrumental	2
Music-Vocal/Choral	
Science-Biology	
Science-Chemistry	
Science-Earth Science	
Science-Physics	
Special Education: Early Childhood	

NAME OF INSTITUTION:

Teacher Preparation Program	Number of Program Completers
Special Education: Hearing Impairments	
Special Education: Emotional Disturbance	
Special Education: Learning Disabilities	
Special Education: Mental Retardation	
Special Education: Severe Disabilities	
Special Education: Speech/Language Disorders	
Special Education: Visual Impairments	
Theatre Arts	
Vocational Education: Agricultural Education	
Vocational Education: Business Education	
Vocational Education: Health Occupations Education	
Vocational Education: Marketing Education	
Vocational Education: Technology Education	
Vocational Education: Trade and Industrial Education	
Vocational Education: Work and Family Studies	
Other: _____	
Other: _____	

12. Please provide the number of program completers for the 2000-2001 academic year in the following programs:

Area Completed Program	Number of Program Completers
Administration and Supervision	17 (Graduate Program)
Reading Specialist	
School Counselor	21 (Graduate Program)
School Psychology	
School Social Worker	