

**CAEP 8 Annual Reporting Measures**

**1. Impact on Student Learning**

The West Virginia State University Education Program includes at least four opportunities to measure impact on student learning and development (Component 4.1) and teacher effectiveness (Component 4.2). Two of the opportunities are part of course work (EDUC 316 and EDUC 331) during the Professional Phase of the program. Candidates collect and reflect on pre- and post- test data after lessons taught in local schools before student teaching. During the Capstone phase, candidates collect similar pre- and post-test data, and analysis and reflection are more in depth during EDUC 426. Reporting of the data occurs in class and during individual Candidate Capstone Presentations. The final opportunity, prior to the 2016-2017 academic year, occurred during student teaching. The impact on student learning was measured and reported quantitatively using the P-12 Achievement element on the Action Research Assessment. The chart below indicates impact percentage and candidate levels.

**Action Research Rubric Achievement Rubric Element**

	<b>Distinguished</b>	<b>Accomplished</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
<b>P-12 Achievement</b>  <i>WVPTS 4D</i>	40 percentage points gain or more, for pre-k, evidence that student has made gains in at least two skill areas.	Between 20 and 39 percentage points gain on average, for pre-k, student attempts to work on at least two identified skills or has made gains in at least one skill.	Between 10 and 19.9 percentage points gain on average, for pre-k, student attempts to work on at least one identified skill.	Less than 10 percentage points gain, for pre-k, no attempt on part of student to work on skills identified.

<b>Action Research P - 12 Achievement Element -</b>							
		<b>Distinguished (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Emerging (2 pts)</b>	<b>Unsatisfactory (1 pts)</b>	<b>N =</b>	<b>Mean</b>
<b>2014 - 2015</b>	P-12 Achievement	44	44	10	5	103	3.23

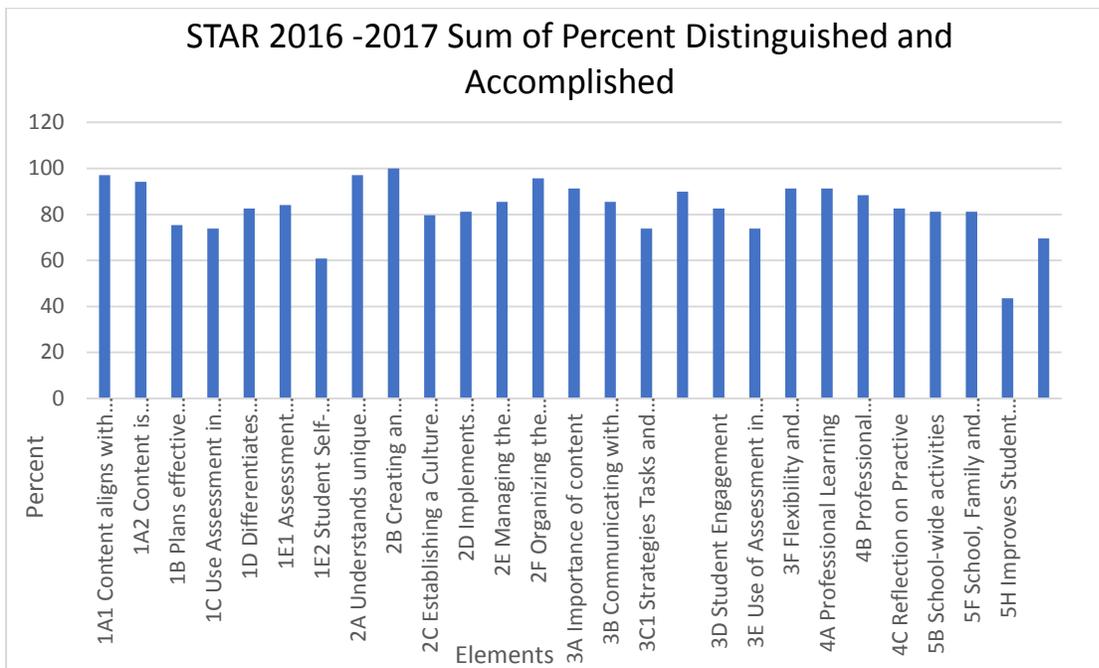
During the 2016-2017 academic year, the unit began piloting the state adopted West Virginia Teacher Performance Assessment (WVTPA). The candidates report student learning and development data and discuss student performance as part of the assessment and to inform future assessment procedures. Plans are to include the WVTPA in the assessment plan in Fall of 2018.

Data shows the mean of candidate scores on a 4 point scale is 3.23 and 3.29. The students of eighty-eight of one hundred three candidates demonstrate at least a twenty percent gain in knowledge and skill performance.

## 2. Teacher Effectiveness

The West Virginia State University Education Program uses the Student Teaching Assessment Record (STAR) Assessment, completed by the Cooperating Teacher and the University Supervisor, during student teaching clinical experience as the primary method of evaluating Teacher Effectiveness. The assessment tool, based on the West Virginia Professional Teaching Standards, is completed at mid-term and at the end of student teaching. The mid-term assessment is used to inform the candidate of strengths and areas for improvement early in the semester. The collaboration of the Cooperating Teacher, University Supervisor and Candidate insure support for both candidate and P-12 students.

For 2016-2017, the data shows that WVSU demonstrate characteristics of effective teachers. The STAR is our **premier assessment**, which is used to **evaluate all PLOs**, and is tied to the WV Professional Teaching Standards and to InTASC standards. The program is including this assessment, since this is a newly revised assessment, and we want to monitor the use of this assessment during the next year. The graph on the next page shows candidate performance on the Planning, Learning Environment and Teaching standards from the **STAR** from the 2016 - 2017 academic years.



According to the data, the scores of the candidates on the Planning standard were highest in “Creating an environment of respect” at least 99 % scored Accomplished or above on this element.

The graph shows that 97 % scored Accomplished or better in “understanding the unique characteristics of learners”. This is a sophisticated skill that most of our candidates show expertise beyond their experience.

The strength of content knowledge is demonstrated with two elements “content is sequential and appropriate”, 94%, and “content aligns with standards”, 97%.

However, the data for “Improving student learning” reflects that data was not collected for this element. Because the Department implemented a new assessment, there could be confusion in how to report the information. This will be addressed as further assessment is conducted.

### **3. Satisfaction of employers and employment milestones**

The West Virginia Department of Education, West Virginia Higher Education Policy Commission and EPPs of West Virginia are working together to provide access to employer satisfaction and employment milestones for WV teacher education completers.

### **4. Satisfaction of Completers**

Exit Surveys were administered to West Virginia State University student teachers during fall 2016 and spring 2017. In response to the question, How satisfied were you with the following aspects of your teacher preparation program? Table 1 shows responses of the candidates. Candidates report that they are least satisfied with Integration of Technology and most satisfied with their Student Placement site.

**Table 1. . How satisfied were you with the following aspects of your teacher preparation program?**

	#	Mean	SD
Advising on professional education program requirements.	40	3.32	0.65
Advising on content course requirements.	40	3.42	0.63
Quality of instruction in your teacher preparation courses.	40	3.55	0.55
Balance between theory and practice in your teacher preparation courses.	40	3.40	0.63
Integration of technology throughout your teacher preparation program.	40	2.85	0.78
Coherence between your coursework and field experiences prior to student teaching.	40	3.30	0.72
Quality of field experiences prior to student teaching.	40	3.37	0.62
Your student teaching placement site.	40	3.62	0.86

Note. Data from items A2a-h. Scale: 1 = Very Dissatisfied; 2 = Dissatisfied; 3 = Satisfied; 4 = Very Satisfied

##### **5. Graduation Rates**

The West Virginia State University Education Program graduation rates for 2016 – 2017 is 100 %, or 54.

##### **6. Ability of completers to meet licensing (certification) and any additional state requirements**

The ability of completers to meet licensing and any additional requirement for 2016-2017 is 87 % or 47 out of 54. Some WVSU candidates have difficulty with PRAXIS II testing. The unit is reviewing the data to determine measures to facilitate performance.

**7. Ability of completers to be hired in education positions for which they have prepared**

The ability of completers to be hired in positions for which they have prepared is 46% or 25 out of 54. The university is attempting to increase alumni follow-up information. Understanding the factors that affect job placement is allusive.

**8. Student loan default rates and other consumer information**

Based on data from WVSU IT, the loan default rate is 17%. The economy of West Virginia and economic situation of many students contributes to this finding.