

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 takes place during student teaching. The impact on student learning was measured and reported quantitatively via the West Virginia Teacher Performance Assessment (WVTPA) which was initially piloted during the 2016-17 academic year with full implementation during the 2017-18 term.

The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all candidates during the culminating internship/student teaching experience. The TPA requires that teacher candidates draw on pedagogical and content pedagogical knowledge to plan and deliver instruction that builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of student impact.

The TPA includes seven performance tasks that have been identified by research and best practice as fundamental to improving student learning. Professional standards and rubrics define and frame performance on each teaching process. Candidates are required to plan and teach a unit (consisting of a minimum of 3-5 lessons). Before beginning the unit, they must identify and describe contextual factors, formulate learning goals based on state and national content standards and prior research based decisions on student performance, develop an assessment plan to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment) instruction, and design an instructional plan. During instruction, candidates videotape and analyze teaching episode followed by the drafting of report on student progress toward the learning goals, and reflection upon and evaluation of instructional practices.

The TPA is evaluated by university-based faculty, using a four-point rating scale which is aligned with evaluation practices for WV professional educators. An "Emerging" or "2 points" on each descriptor in each rubric must be attained in order to satisfactorily complete the TPA. Candidates who score an "Unsatisfactory" or "1 point" on any item will be required to remediate and/or re-do the TPA.

Table 1

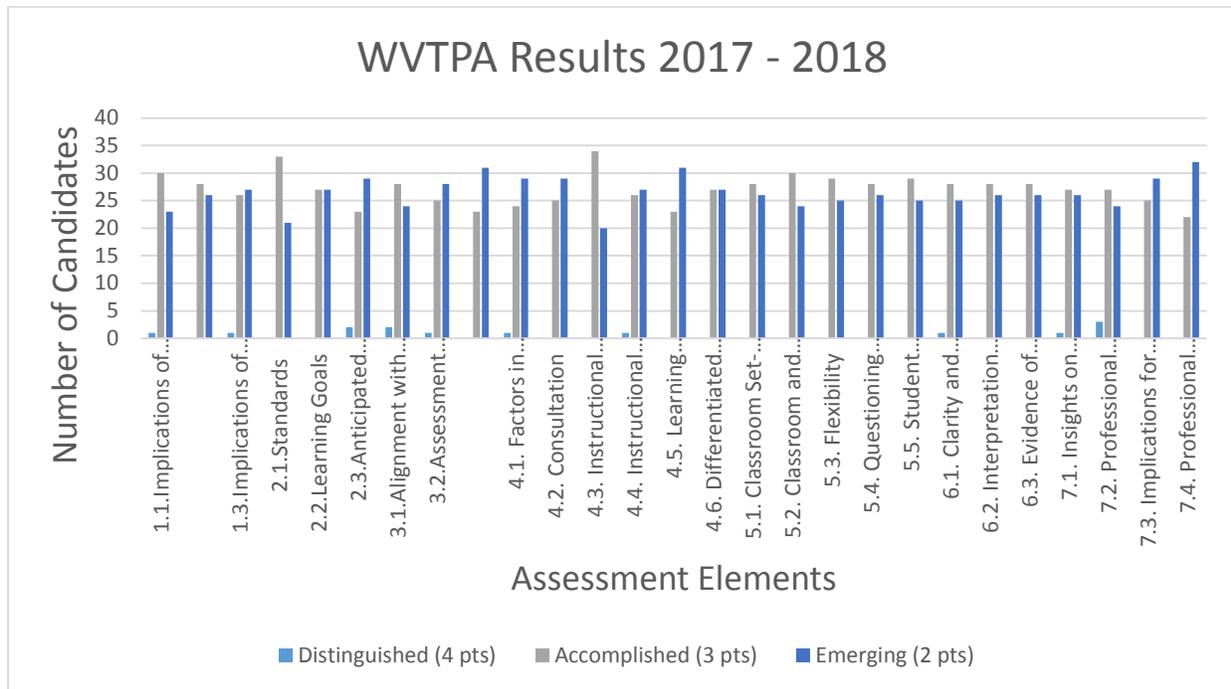


Table 2

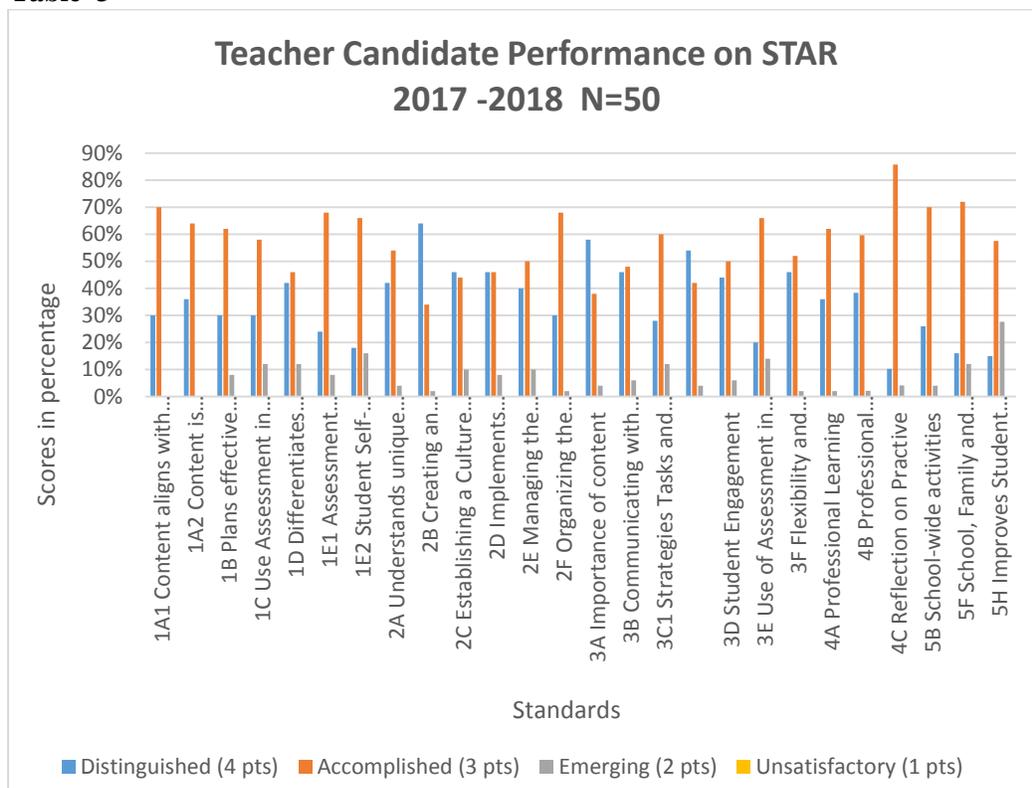
<p>Evidence of Impact</p> <p>WVPTS 3E, InTASC 6, CAEP 1.1</p>	<p>The candidate provides evidence, including data, of impact on patterns of learning for the whole class and each individual learner (including the two focus students) for each learning goal. Factors contributing to these patterns are well-described and conclusions are supported with clear evidence.</p>	<p>The candidate provides evidence, including data, of impact on learning for the whole class and each individual learner (including the two focus students). The candidate uses appropriate examples to highlight patterns of learning for the class as a whole relative to each learning goal.</p>	<p>The candidate provides evidence of impact on learning for the two focus students and the whole class. The candidate highlights patterns of learning for the class as a whole relative to each learning goal.</p>	<p>The candidate attempts to provide evidence of impact on student learning, but does not provide appropriate evidence of student growth and learning.</p>
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During the 2017-18 academic term, 32 candidates were assessed using the WVTPA instrument (see table 1) with Element 6.3 focusing upon the evidence of impact (see table 2). 18 candidates (56%) attained accomplished with 14 individuals (44%) being ranked as emergent. There were no candidates considered to be unsatisfactory within this element of consideration on the WVTPA.

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 graph on the next page shows candidate performance on the Planning, Learning Environment and Teaching standards from the **STAR** from the 2017 – 2018 academic years.

Table 3



According to the data, the scores of the candidates were highest in “Creating an environment of respect” at least 98 % scored Accomplished or above on this element.

The strength of content knowledge is demonstrated with two elements “content is sequential and appropriate”, 100%, and “content aligns with standards”, 100%. Both of these measures indicate strong understanding of content.

However, the data for “Improving student learning” reflects that 72% of candidates scored at least Accomplished or Distinguished. This element of the STAR reflects the results of WVTPA, West Virginia Teacher Performance Assessment. The data collected for the WVTPA, presented previously in this report, indicates P-12 student performance on a mini-unit delivered during the internship of the candidate. The data represents a snap shot of the skills of the intern halfway through the teaching experience and is not representative of the full impact. The rubric is exhibited below.

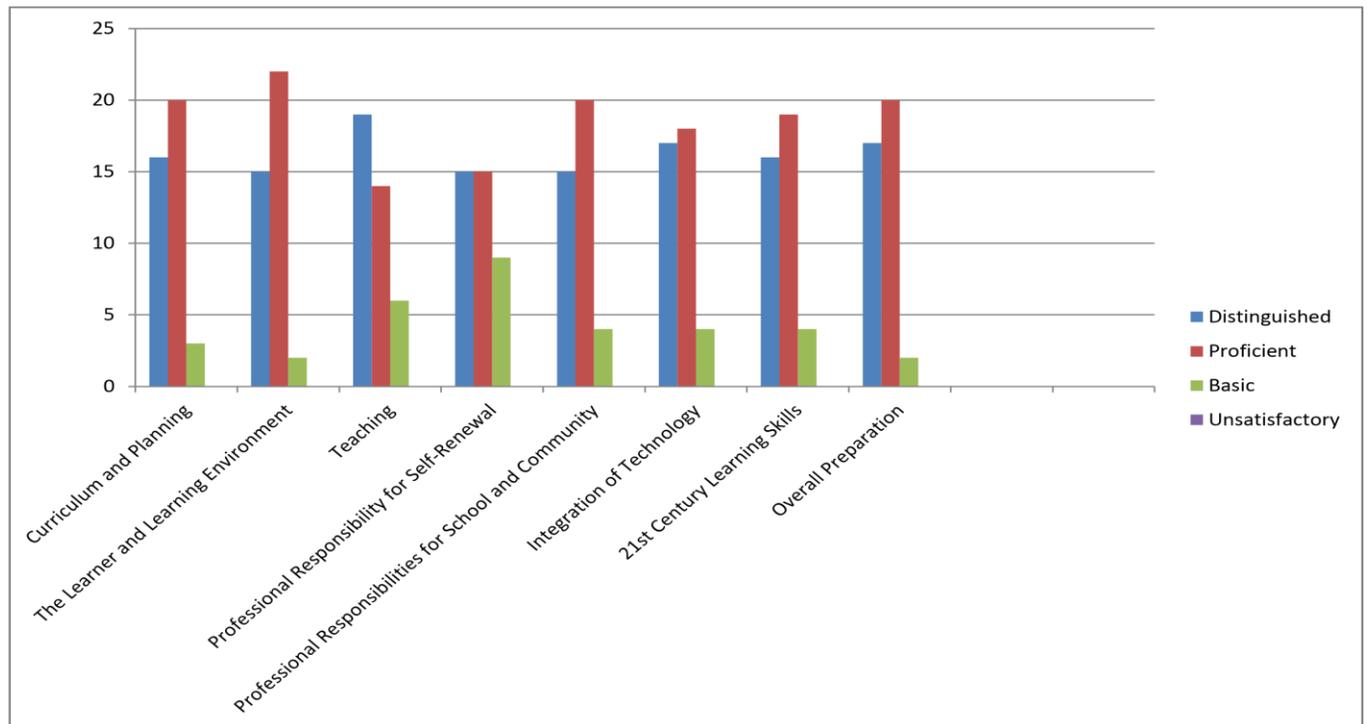
Table 4

WVPTS	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Student Learning	<input type="checkbox"/> Midterm <input type="checkbox"/> Final	<input type="checkbox"/> Midterm <input type="checkbox"/> Final	<input type="checkbox"/> Midterm <input type="checkbox"/> Final	<input type="checkbox"/> Midterm <input type="checkbox"/> Final
WVTE 6.1.A	In addition to accomplished, the candidate demonstrates that students meet a learning goal set at the beginning of the student teaching placement	Evidence from multiple measures throughout the student teaching semester shows student progress on state approved curricula	Evidence from multiple measures throughout the student teaching semester shows inconsistent student progress on state approved curricula	Evidence from multiple measures does not show progress of student learning
Student Learning for WVTPA	<input type="checkbox"/> Midterm <input type="checkbox"/> Final	<input type="checkbox"/> Midterm <input type="checkbox"/> Final	<input type="checkbox"/> Midterm <input type="checkbox"/> Final	<input type="checkbox"/> Midterm <input type="checkbox"/> Final
WVTE 6.1.B	More than 40 percentage points class average gained from pretest to posttest evidenced by WVTPA.	Between 20 and 39.9 points class average gained from pretest to posttest evidenced by WVTPA.	Between 10 and 19.9 points class average gained from pretest to posttest evidenced by WVTPA.	Less than 10 percentage points class average gained from pretest to posttest evidenced by WVTPA.
Total for each column				
Possible: 8	Total for Stand			

3. Satisfaction of employers and employment milestones

The West Virginia Department of Education, West Virginia Higher Education Policy Commission and EPPs of West Virginia have worked together to generate data associated employer satisfaction and employment milestones for WV teacher education completers. Table 5 denotes the results of surveys completed during the 2017-18 academic year. All responses indicate satisfaction with the performance with recent graduates. Employers ranked these newly hired teachers in the top three performance tiers with no one being considered to be unsatisfactory.

Table 5



4. Satisfaction of Completers

Exit Surveys were administered to West Virginia State University student teachers during fall 2017 and spring 2018. In response to the question, how satisfied were you with the following aspects of your teacher preparation program? Table 6 shows responses of the 36 candidates. Candidates report that they are least satisfied with Integration of Technology and most satisfied with their Student Placement site.

Table 6

Teacher Education Program Satisfaction: Program Structure/Quality. How satisfied were you with the following aspects of your teacher preparation program?

	Total Respondents	Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied	
	n	#	Percent	#	Percent	#	Percent	#	Percent
Advising on professional education program requirements.	36	0	0	0	0	18	50.0	18	50.0
Advising on content course requirements.	36	0	0	0	0	22	61.1	14	38.9
Quality of instruction in your teacher preparation courses.	36	0	0	0	0	21	58.3	15	41.7
Balance between theory and practice in your teacher preparation courses.	36	0	0	1	2.8	19	52.8	16	44.4
Integration of technology throughout your teacher preparation program.	36	0	0	7	19.4	16	44.4	13	36.1
Coherence between your coursework and field experiences prior to student teaching.	36	0	0	0	0	19	52.8	17	47.2
Quality of field experiences prior to student teaching.	36	0	0	1	2.8	16	44.4	19	52.8
Your student teaching placement site.	36	0	0	0	0	11	30.6	25	69.4

Note. Data from items A2a-h. WV Common Metrics Exit Survey Report, 2017-2018

5. Graduation Rates

The West Virginia State University Education Program graduation rates for 2017-2018 is 100 %.

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

Beginning in January 2018, graduation requirements leading to licensure were amended to state that all candidates must successfully pass the PRAXIS II prior to beginning their student teaching placement. (The vast majority of candidates meet these requirements except for a few who experience unusual circumstances).

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 59% (29 out of 49). The university is attempting to increase alumni follow-up information. Understanding the factors that affect job placement is allusive. It should be noted that there were no statistics available regarding the number of graduates working at substitute teachers (yet we unofficially know this to be a significant number).

8. Student loan default rates and other consumer information

Based on data from WVSU Financial Aid Office, the loan default rate is 14.8 %. The economy of West Virginia and economic situation of many students contributes to this finding.