

CAEP 8 Annual Reporting Measures Disclaimer:

The EPP is aware that CAEP requirements indicate that completer data should be used to address the Annual Reporting Measures section of the CAEP Annual Report. As an EPP, we have attempted to follow all mandated accreditation guidelines. However, WVSU has limited access to information related to our program completers. We have reached out to the West Virginia Department of Education (WVDE) to seek assistance in obtaining data related to the components noted within the Annual Reporting Measures section of the CAEP Annual Report. At present, the WVDE does not provide EPPs within our state with completer data associated with impact upon student learning or teacher effectiveness.

Our Department Chair and Field Placement Specialist have orchestrated ongoing efforts to establish positive relationships with our completers, their employers, and all other stakeholders. We hope to use these ongoing efforts to foster communication and obtain feedback necessary to address the reporting measures.

Due to the lack of completer data, our efforts to meet the requirements set forth for the Annual Plan will be relegated to analyzing candidate data for the (1) impact on student learning and (2) teacher effectiveness sections of the report. We understand this is not the desired data for CAEP purposes but we currently have no other options. We are open to suggestions and feedback related to how we may improve such data collection. Additionally, conversations with the WVDE and the WVHEPC (West Virginia Higher Education Policy Commission) revealed insufficient completer data for the 2018-19 academic year and they provided assurance that their agencies would provide our EPP with this information later. We intend to work collaboratively with the WVDE and WVHEPC to obtain the necessary data by means of the access they have to our completers and their employers within the WV public school system.

Annual Reporting Measures CAEP West Virginia State University Education Department Initial Licensure Programs

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 has been fully implemented since 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
WVTPA Data

Table 1 displays the WVTPA data from Fall 2018 and Spring 2019. During that academic year, there were 43 candidates who took part in the assessment. No individuals were found to be functioning within the Unsatisfactory category.

TABLE 1

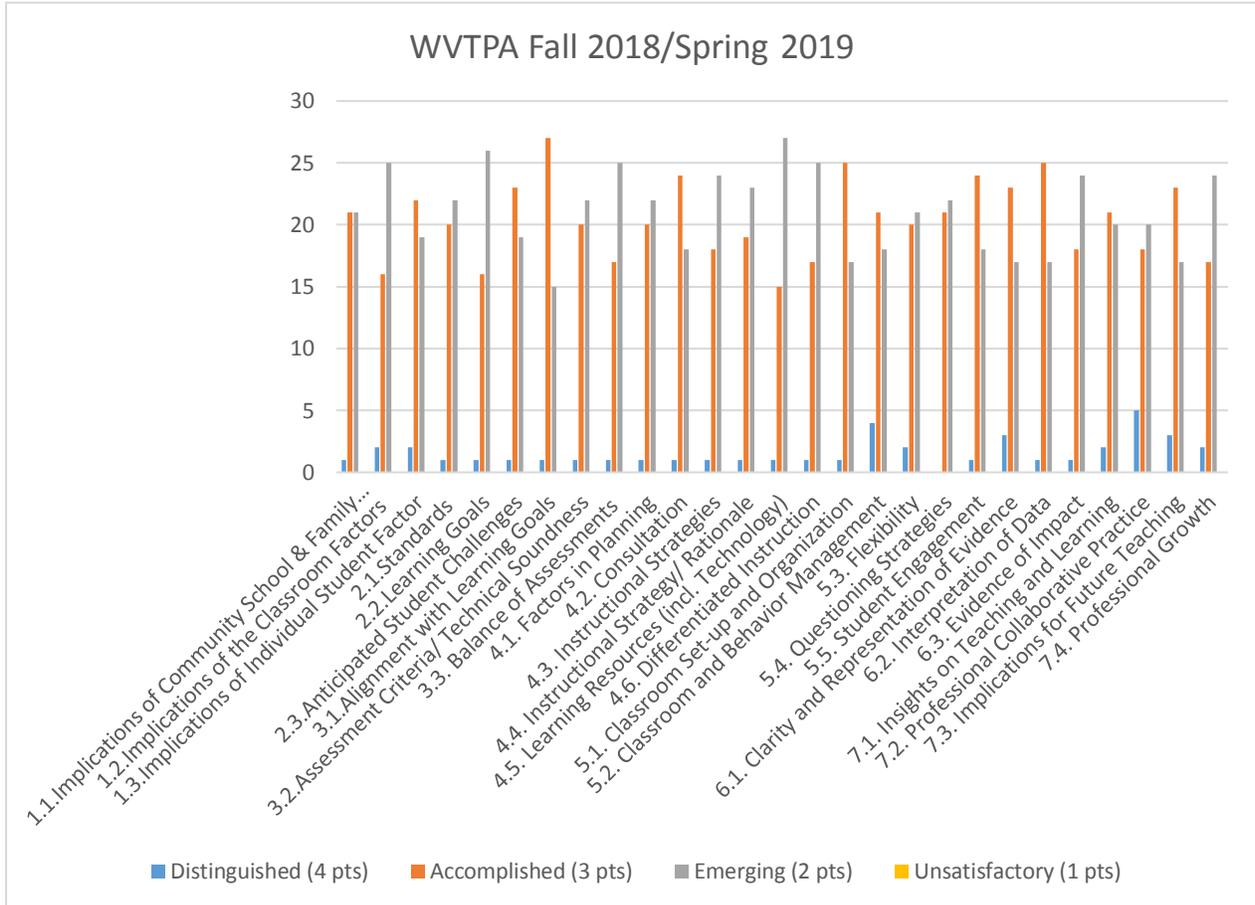


Table 2 denotes the rubric language which specifically related to evidence of impact. The breakdown of data for element 3.2 (evidence of impact) was as following: 1 candidate at distinguished, 20 candidates labeled as accomplished and 22 found to be functioning at the emerging level.

Table 2
TPA Rubric Excerpt

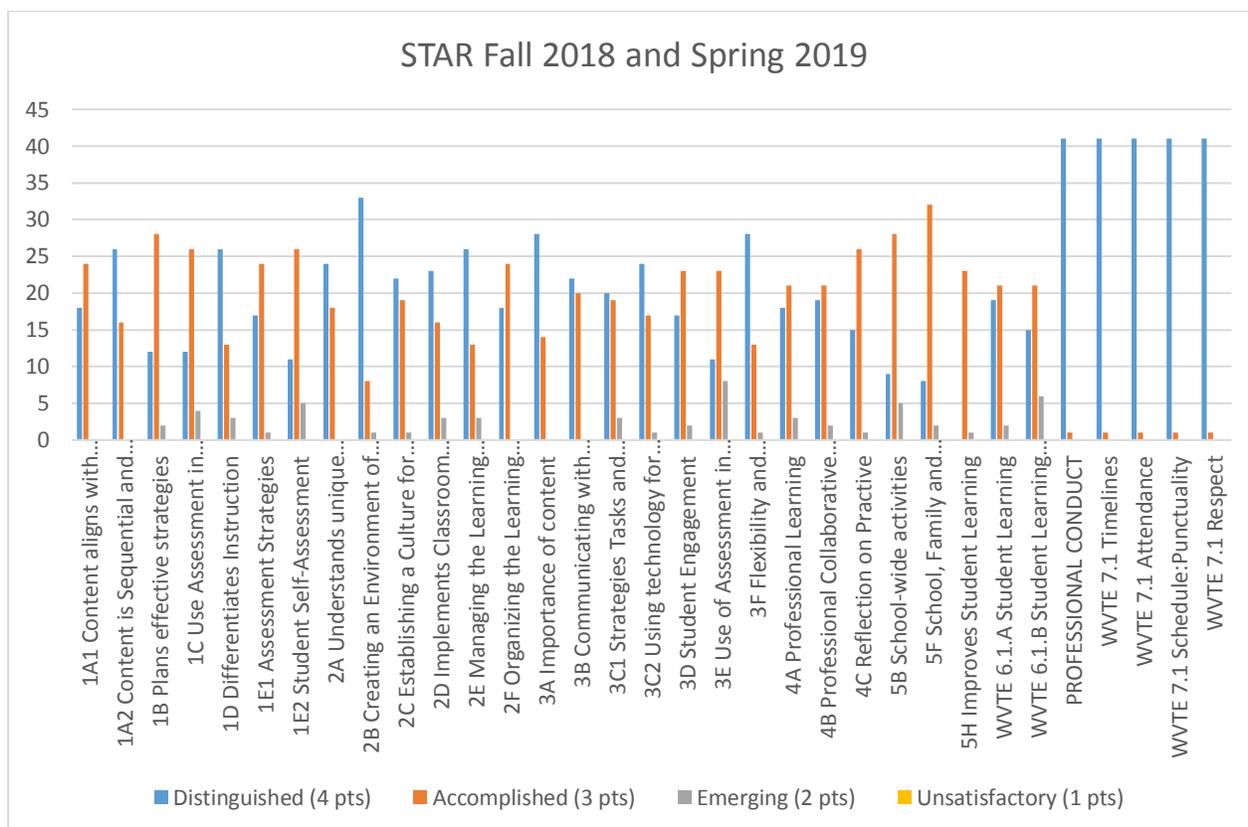
	Distinguished	Accomplished	Emerging	Unsatisfactory
Evidence of Impact WVPTS 3E, InTASC 6, CAEP 1.1	The candidate provides evidence, including data, of impact on patterns of learning for the whole class and each individual learner (including the two focus students) for each learning goal. Factors contributing to these patterns are well-described and conclusions are supported with clear evidence.	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.	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.	The candidate attempts to provide evidence of impact on student learning but does not provide appropriate evidence of student growth and learning.

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.

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 displays candidate performance on the Planning, Learning Environment and Teaching standards from the **STAR** from the 2018-19 academic years.

Table 3
STAR Data



According to the data, the scores of the candidates were highest in “Creating an environment of respect.” At least 97 % scored Accomplished or above on this element.

The strength of content knowledge is demonstrated with two elements “content is sequential and appropriate” (97%) and “content aligns with standards” (99%). Both of these measures indicate strong understanding of content.

However, the data for “Improving student learning” reflects that 96% of candidates scored at Accomplished with no scores at the Distinguished level. 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, indicate 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. The rubric is exhibited below in Table 4.

Table 4
STAR Rubric Excerpt

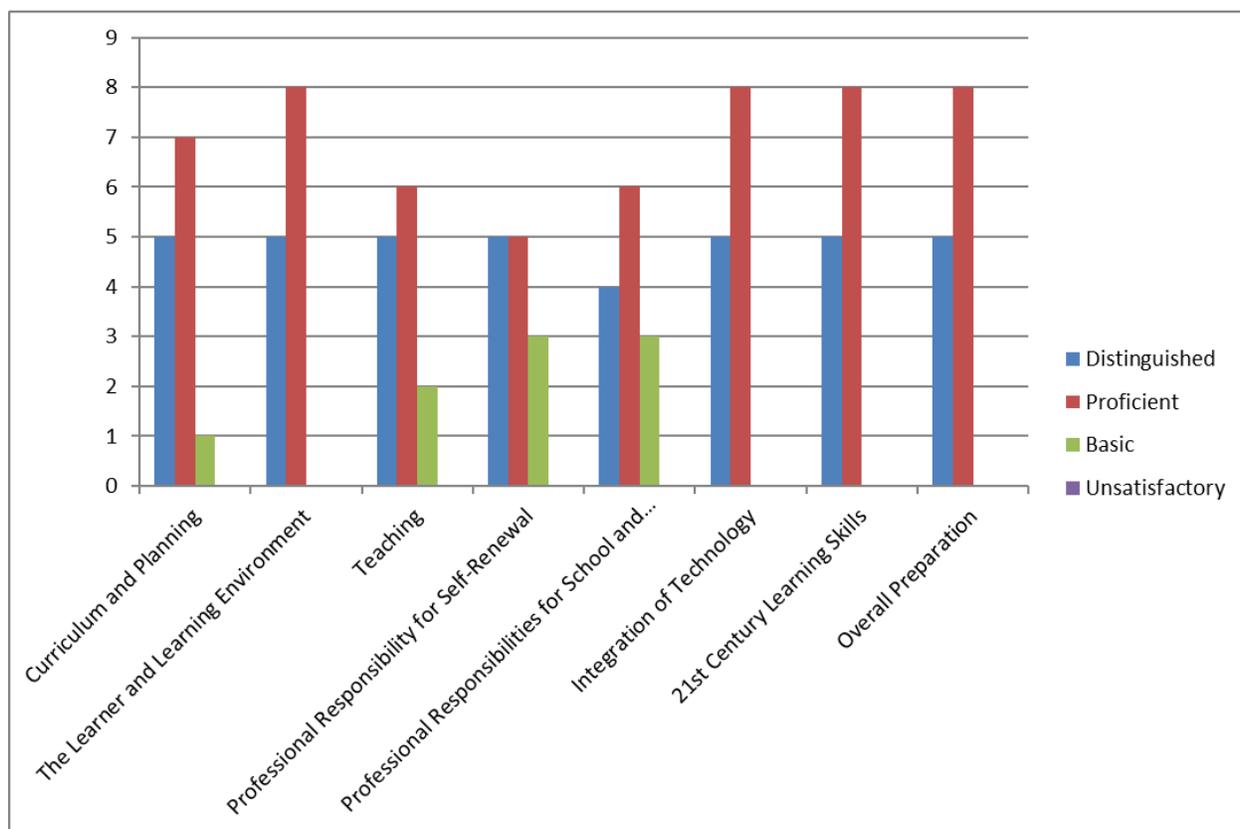
WVPTS	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Student Learning WVTE 6.1.A	<input type="checkbox"/> Midterm <input type="checkbox"/> Final	<input type="checkbox"/> Midterm <input type="checkbox"/> Final	<input type="checkbox"/> Midterm <input type="checkbox"/> Final	<input type="checkbox"/> Midterm <input type="checkbox"/> Final
	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 WVTE 6.1.B	<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
	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 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 Standard 6	Total for			

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 2018-19 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

Employer Satisfaction Data



4. Satisfaction of Completers

Exit Surveys were administered to West Virginia State University student teachers during fall 2017 and spring 2018. The data represent the response to the question, “How satisfied were you with the following aspects of your teacher preparation program?” Tables 6 and 7 display

responses of the candidates. Candidates reported that they are least satisfied with aspects of the program related to technology integration and interdisciplinary connections.

Table 6
Excerpt from HEPC: Transition to Teaching Survey (WVSU)

PART B. YOUR TEACHER PREPARATION (COURSEWORK AND FIELD/CLINICAL EXPERIENCES): WHAT WERE YOU PREPARED TO DO?

Table 27. Preparation for Teaching: Instructional Practice. To what extent do you agree or disagree that your teacher preparation program prepared you to do the following?

	Total Respondents	Disagree		Tend to Disagree		Tend to Agree		Agree	
	n	#	Percent	#	Percent	#	Percent	#	Percent
Effectively teach the subject matter in my licensure area.	10	0	0.00	0	0.00	1	10.00	9	90.00
Select instructional strategies to align with learning goals and standards.	10	0	0.00	0	0.00	1	10.00	9	90.00
Design activities where students engage with subject matter from a variety of perspectives.	10	0	0.00	0	0.00	1	10.00	9	90.00
Account for students' prior knowledge or experiences in instructional planning.	10	0	0.00	0	0.00	1	10.00	9	90.00
Design long-range instructional plans that meet curricular goals.	10	0	0.00	0	0.00	1	10.00	9	90.00
Regularly adjust instructional plans to meet students' needs.	10	0	0.00	0	0.00	1	10.00	9	90.00
Plan lessons with clear learning objectives/goals in mind.	10	0	0.00	0	0.00	1	10.00	9	90.00
Design and modify assessments to match learning objectives.	10	0	0.00	0	0.00	1	10.00	9	90.00
Provide students with meaningful feedback to guide next steps in learning.	10	0	0.00	0	0.00	1	10.00	9	90.00
Engage students in self-assessment strategies.	10	0	0.00	0	0.00	1	10.00	9	90.00

Table 7
Excerpt from HEPC: Transition to Teaching Survey (WVSU)

	Total Respondents	Disagree		Tend to Disagree		Tend to Agree		Agree	
	n	#	Percent	#	Percent	#	Percent	#	Percent
Use formative and summative assessments to inform instructional practice.	10	0	0.00	0	0.00	1	10.00	9	90.00
Identify issues of reliability and validity in assessment.	10	0	0.00	0	0.00	1	10.00	9	90.00
Analyze appropriate types of assessment data to identify student learning needs.	10	0	0.00	0	0.00	1	10.00	9	90.00
Differentiate assessment for all learners.	10	0	0.00	0	0.00	1	10.00	9	90.00
Use digital and interactive technologies to achieve instructional goals.	9	0	0.00	0	0.00	3	33.33	6	66.67
Engage students in using a range of technology tools to achieve learning goals.	9	0	0.00	0	0.00	3	33.33	6	66.67
Help students develop critical thinking processes.	9	0	0.00	0	0.00	2	22.22	7	77.78
Help students develop skills to solve complex problems.	9	0	0.00	0	0.00	2	22.22	7	77.78
Make interdisciplinary connections among core subjects.	9	0	0.00	0	0.00	3	33.33	6	66.67
Know where and how to access resources to build global awareness and understanding.	9	0	0.00	0	0.00	2	22.22	7	77.78
Help students analyze multiple sources of evidence to draw sound conclusions.	9	0	0.00	0	0.00	2	22.22	7	77.78

Note. Data from items B1a-t.

5. Graduation Rates

The West Virginia State University Education Program graduation rates for 2018-2019 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 majority of candidates meets these requirements except for a few who experience unusual circumstances).

A summation of licensure status: Undergraduate completers (ready for licensure) = **36** (all ready for licensure, except 1 in Fall 2018 and 2 in Spring 2019)

Graduate completers (degree *and* licensure) = **30** (Total of 5 degree/licensure for Fall 2018 - all obtained certification. All Spring/Summer 2019 graduates completed new provisional licensure application. All Ed Leadership applicants are provisionally certified for one year. Once they complete a face-to-face ELI training, they may apply for full/initial Ed Leadership certification.)

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 77.8% (28 out of 36). The university is attempting to increase alumni follow-up information. Understanding the factors that affect job placement is a complex undertaking. It should be noted that there were no statistics available regarding the number of graduates working as 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 13.4 % in 2018. The economy of West Virginia and economic situation of many students contribute to this finding.

Annual Reporting Measures CAEP

West Virginia State University Education Department

Advanced Program- Master of Education in Instructional Leadership (MEIL)

Information for Impact Measures

Measures 1 & 2, are not related to the MEIL program.

Measure 3-Satisfaction of Employers-is being addressed through an employer satisfaction survey and is slated to be implemented during the the 2020 academic year.

Measure 4-Satisfaction of Completers- is being addressed through a student satisfaction survey and is slated to be implemented in the summer of the 2020 academic year.

Information for Outcome Measures

Information for Measure 5 is taken from the 2018-19 Annual Graduate Degree Report and is available on the WVSU Education Department website. Information for the 2019-2020 academic year will be posted in the updated annual report and will be posted on the department website when completed. The highest enrollment number for the 2018-2019 academic year (Cohort, Learning House, Superintendentcy) was 62 candidates. Additionally, at the time of reporting, three new students were slated to be enrolled in the program for the Fall 2019 semester.

Numbers of Program Graduates: Fall 2018 ended with three Licensure Completers and two Degree Completers; Spring 2019 ended with three Licensure Completers and two Degree Completers; and Summer 2019 ended with 11 Licensure Completers and nine Degree Completers. During this time, the MEIL program had no program dropouts (as defined by students who left the program after beginning/enrolled an initial class) for a retention/graduation rate of 100%

The program is offered in two independent programmatic formats: 1) a local cohort based at WVSU, and 2) a 100% on-line program.

Enrollment is shown with the one cohort and the on-line program:

Program Type	Fall 2018 Enrollment	Spring 2019 Enrollment	Summer 2019 Enrollment
WVSU Cohort	48	51	45
On-Line Program	5	5	3
Total number of candidates	53	56	48

Information for Measure 6

Licensure for MEIL students is dependent on three factors: 1) Graduation from an accredited /approved university, 2) completion of the Praxis examination for Educational leadership, and 3) completion of the Evaluation Leadership Institute (ELI), a state sponsored professional development for aspiring administrators. WVSU is currently compiling information for the 2018-19 and 2019-20 academic years.

Information for Measure 7

Eleven WVSU graduates of the MEIL program have been employed in administrative positions. Names and positions are available upon request.

Information for Measure 8

Based on data from WVSU Financial Aid Office, the loan default rate is 13.4 % in 2018. The economy of West Virginia and the economic situation of many students contribute to this finding.

