



# WEST VIRGINIA STATE UNIVERSITY

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## Academic Affairs Assessment of Student Learning

### Assessment Plan for Academic Years 2021-2022 and 2022-2023

#### INSTRUCTIONS:

- Please submit a copy of this assessment plan to the Coordinator of Academic Program Assessment (Aaron Settle – [asettle1@wvstateu.edu](mailto:asettle1@wvstateu.edu))
- Please be sure to keep a copy of the assessment plan in your department office.

#### IDENTIFYING INFORMATION:

College: College of Professional Studies

Department/Program: Elementary and Secondary Education

Assessment Coordinator's Name: Dr. Stephanie Burdette

Assessment Coordinator's Email Address: [stephanie.burdette@wvstateu.edu](mailto:stephanie.burdette@wvstateu.edu)

Academic Year: 2022-2023

#### Program Learning Outcomes

The graduates of the Education program will:

- PLO 1: understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (InTASC Standard 1)
- PLO 2: develop an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (InTASC Standard 2)
- PLO 3: work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC Standard 3)
- PLO 4: understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (InTASC Standard 4)
- PLO 5: understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC Standard 5)

- PLO 6: understand and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (InTASC Standard 6)
- PLO 7: plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC Standard 7)
- PLO 8: understand and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC Standard 8)
- PLO 9: engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (InTASC Standard 9)
- PLO 10: seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (InTASC Standard 10).

*(The above PLOs were adopted August 2021 as a result of programmatic review which occurred during Spring-Summer 2021)*

1. Outline which learning outcomes and where you expect to conduct measures over the next 2 academic years (falls and springs) Include rationale, e.g., trending data, planned/ongoing follow-up from previous assessments or program review cycle, etc.)

The newly adopted PLOs have been categorized into three broad topics for easier alignment with university reporting requirements. Those three broad topics are: 1. Learner Growth and Development, 2. Teaching, 3. Professional Growth and Development.

1. Learner Growth and Development

- PLO 1
- PLO 2
- PLO 3
- PLO 4
- PLO 5

2. Teaching

- PLO 6
- PLO 7:
- PLO 8

3. Professional Growth and Development

- PLO 9:
- PLO 10:

**Curriculum Map**

## Curriculum Map

Learning Outcome (PLO):	Which Measure Used	Where Measured	Rationale	Notes
<p><u>Learner Growth and Development</u></p> <p>(both candidate perceptions and student focused)</p> <p>PLOs 1, 2, 3, 4, 5</p>	<p>Educational Disposition Assessment (EDA)</p>	<p>Rubric completed 5 times during a candidate's college career: self-assessment in 200; professor complete in 316, 423 or 426; and during student teaching by the University Supervisor and a self-assessment</p>	<p>Rubric completed 5 times during a candidate's college career: self-assessment in 200; professor complete in 316, 423 or 426; and during student teaching by the University Supervisor and a self-assessment</p>	<p>Adopted during Fall 2021</p>
	<p>Speaking Assessment</p>	<p>Within all Pre-Professional Education Courses (EDU 200, 201, 202, 227)</p>	<p>The Speaking Assessment provides a generalized overview of candidate's ability to engage in effective, impactful oral communication</p>	
	<p>Philosophy of Education (Statement paper)</p>	<p>EDUC 200</p>	<p>Provides an early assessment of Philosophy of Education – which reflects beliefs about how individuals learn, and these beliefs are dispositions.</p>	
<p><u>Teaching</u></p> <p>PLOs 6, 7, 8</p>	<p>Praxis Core</p>	<p>Required for admission into the professional phase of the program (EDUC 316)</p>	<p>These nationally normed tests which measure candidate knowledge in reading, writing and math. (Available WVDE exemption based ACT or SAT scores)</p>	
	<p>Praxis II</p>		<p>These nationally normed tests can help the program compare our candidates with other candidates in the same fields.</p>	
	<p>Lesson Planning Rubric</p>	<p>Ed 316 and 426– first methods course</p>	<p>Provides an early assessment of planning and teaching</p>	<p>Piloted in Spring 2022; potential revision upcoming given the collection of LP documents from other WV universities</p>

	Teaching Assessment (To be titled later)	Ed 316 and 426– first methods course	Provides an early assessment of planning and teaching	To be piloted in Spring 2023
	IEP simulation and meeting	Ed 331 – After 316, but before student teaching	Provides an opportunity to improve the achievement of a student or students with disabilities.	
	SCOPE	EDUC 426	SCOPE portfolio presentation, evaluated by at least two faculty members using a general rubric.	New SCOPE rubric to be piloted in Spring 2023
	WV Evaluation Rubric for Clinical Educators (Resident Teacher Evaluation-RTE)		Performance assessments to measure readiness for professional teaching career.	Piloted in Fall 2021
	edTPA	During Student Teaching (or Residency II)	edTPA is a nationally recognized performance assessment developed in Pearson and Stanford University. It is completed by all candidates during the culminating internship/student teaching experience.	Piloted at WVSU during Fall 2022
	Technology Integration (as measured as a component of lesson planning and instructional delivery)	Educ 300 – Typically the same semester as 316 ( the first teaching methods course)	Provides a measure of candidate’s ability to plan a unit in which technology forms an important part	
<u>Professional Growth and Development</u>  PLOs 9, 10	Admission to Teacher Education	Educ 202 (conclusion of course)	A scheduled interview with the department chair in which applicants present their documentation (per the Admission to Candidacy Application). This is reviewed by the Chair and a tentative plan for the Professional Phase of the candidate’s program is devised.	
	The following previously noted assessments capture data related to candidate professional growth and development within the program and post-completion of program: edTPA, SCOPE, EDA, Speaking Assessment			

### **Department of Education List of Assessments used with Curriculum Map (Above)\***

Assessment 1: Admission to Teacher Education Program in Educ 202, at end of pre-professional phase.

Assessment 2: WVSU Lesson Plan, Assesses various aspects of lesson planning and reflection, in Educ 316 and 426, during professional phase. Plan is scored by course instructor. (New rubric scheduled for piloting in Spring 2022).

Assessment 3: Yet to be named Teaching Assessment (temporarily named 'The Big T'; derived from the nationally recognized Danielson Framework for Teaching) focuses upon student ability to delivery content within an educational setting and is completed by cooperating teacher in 316 and 426. (To be piloted in Spring 202).<sup>3</sup>

Assessment 4: Senior Capstone Oral Presentation E-Portfolio (SCOPE), presentation of E-Portfolio to both Education Faculty Member and Content Faculty Member, during Senior Capstone Phase. (Newly modified rubric to be piloted in Spring 2023)

Assessment 5: edTPA\* was developed by Pearson and Stanford University as a performance assessment that is completed by all candidates during the culminating internship/student teaching experience. (EdTPA was first utilized in Fall 2022).

Assessment 6: WV Evaluation Rubric for Clinical Educators (Resident Teacher Evaluation-RTE) measures multiple aspect of teaching and professional behavior, as well as content knowledge. This assessment is conducted during student teaching/Residency II. (Piloted during Fall 2021).

Assessment 7: Educ 300 Unit Plan (Lesson Plan Rubric): Candidates submit a technology rich unit plan in their content area, which is scored for quality of technology integration which is scored using the departmental lesson plan rubric.

Assessment 8: Praxis II, nationally normed test of teaching and content knowledge, administered by the Educational Testing Service.

Assessment 9: Educational Dispositions Assessment (EDA) Rubric, completed 5 times; self-assessment in 200; professor complete in 316, 423 or 426; and during student teaching by the University Supervisor and a self-assessment. (Implemented beginning in Fall 2021).

\*The identified assessments will be piloted beginning in Fall 2022 and during subsequent semesters. The tentative piloting data is noted, yet it should be noted that these dates are subject to adjustment due to time required for drafting/modifying guidance documents and other materials relevant to implementation.

2. How are you planning to measure the learning outcomes (s)? (What object, i.e., test, project, presentation, etc., and with what tool, e.g., rubrics, item analysis, sampling, benchmarks, national norms, exams, juried review, etc.)

The Education Department assesses all Program Learning Outcomes every semester. The data is compiled and analyzed by academic semester. Our assessment plan, a continual improvement model, includes identifying trends in data that show strengths and weaknesses of the program that are addressed with programming as needed. We have moved forward with our plan to conduct a 'data retreat' each semester with the first of these events occurring in September 2022. The next planned retreat will take place in January 2023 (with a review of the Fall 2022 data).

Each of our department assessments are scored using specific rubrics that are aligned with national teacher preparation standards and/or other required measures. The data that was collected during these terms (Spring 2020, Fall 2020, Spring 2021) was somewhat compromised due to limited access to public school classrooms, the conversion to virtual instruction and many other factors that impacted the typical implementation of assessment measures. Fall 2021 was the first semester in which all candidates were in the field completing required placement hours and ongoing review of data has been maintained to the present.

During the Fall 2021 semester, the WVSU Education Department hosted a virtual site visit by CAEP, our accrediting body. The visit result in full accreditation status being granted in May 2022.

3. Who will be responsible for the analysis and how will results be analyzed? When will results be available?

Dr. Stephanie Burdette along with other members of the WVSU Education Department faculty will analyze that is collected each semester and stored within Livetext. (The department begun the transition to the electronic platform SLL. However, delays stemming from understaffing in the WVSU IT department has delayed the process). The collected data is then exported to excel for further analysis. Some data results were compared to prior years to examine trends.

Data collection and analysis are essential components of the WVSU Education Department assessment for program improvement and accreditation through CAEP (Council for Accreditation of Educational Programs). CAEP accreditation is important because it provides assurance that our Department of Education has met national standards set by the teaching profession. West Virginia State University must be steadfastly dedicated to maintaining the ongoing accreditation status which has been maintained since 1963. A fully accredited program translates to our students being well positioned to enter the job market because graduates from accredited teacher programs are in high demand because they are well prepared for initial licensing and certification. By meeting the guidelines set forth by CAEP for data

collection and analysis, we can ensure that we have successfully aided our education candidates in acquiring the necessary content, pedagogical and professional knowledge, and skills to be successful in the classroom.

As noted, the department was received full CAEP approval in May 2022. Assessment review and revision is on process with new piloting taking place in Fall 2022 and further piloting set to occur in Spring 2023.

**Included support items:**

- Program Revision Plan (draft item used to guide 2022-23 initiatives)
- RTE
- New (unnamed) Teaching Assessment (still in revision)
- Lesson Plan Rubric
- New SCOPE rubric with presentation rubric (still in revision)
- Quality Assurance Calendar
- CAEP Annual Report
- CAEP letter of accreditation approval
- CAEP site visit final report
- edTPA (draft scores; pending meeting in January for data retrieval training)