**Measure 3: Candidate competency at completion**

**Initial Level**

WVSU collects data using several measures to ensure that candidates are competent in their ability to enter the education profession as impactful, effective practitioners. The measures of said data include: the WVTPA performance assessment, STAR (Student Teacher Assessment Record-general), as well as PRAXIS Content assessment Data.

*WVTPA*

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. You are required to plan and teach a unit (consisting of a minimum of 3-5 lessons).  Before you begin to teach the unit, you will 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, you will videotape and analyze teaching episodes.  After teaching the unit, you will analyze student learning, report on student progress toward the learning goals, and reflect upon and evaluate your teaching as related to student learning.

Fall 2020 was a transition for candidates back into the classroom for observation/teaching with there being gradual increases in the number of candidates permitted into the schools during Spring 2021 and Fall 2021.

WVTPA data was collected at the culmination of the Fall 2020 semester (see chart above) for the 18 individuals who were completing their residency/student teaching. 5% of candidates were found to be unsatisfactory for the criteria associated with use of standards as well as use of learning goals. An additional 11% were found to be unsatisfactory in regarding to aligning instruction with learning goals. The WVTPA guidelines require students to score no lower than emerging on any element. The individuals who scored at unsatisfactory were required to resubmit those sections of their project and attain a minimal score of emerging. 100% of resubmissions received a passing score.

WVTPA data from Spring 2021 included a data pool of n=12. There were no candidates who scored at the unsatisfactory level. There was a notable increase in the number of candidates scoring at the emerging level on criteria 2.2 Learning Goals. Candidates improved performance on criteria 3.1 Alignment with Learning Goals with all scoring being registered at the distinguished and accomplished level.

Fall 2021 WVTPA data consisted of n=19 which is a significantly larger data set that had been reported in previous semesters. Again, there were no candidates with unsatisfactory performance. Overall performance was more solidly within the distributed across the top three performance criteria.

*STAR*

The (General) Student Teacher Assessment Record is an EPP created, performance-based assessment that was initially created in 2013 with several revisions since its inception. The most recent revisions were in Fall 2019 when the dispositional components were extracted due to the adoption of a new disposition rubric by the EPP. (A specialized Content STAR is also utilized for each unique content area). The STAR assesses multiple aspects of teaching and professional behavior as well as content knowledge. This assessment is conducted during student teaching – the Senior Capstone Phase. It serves as the EPP’s most comprehensive assessment and is used to evaluate all PLOs but we have opted to focus upon its ability to assess PLO #5. (It is also tied to the WV Professional Teaching Standards and to InTASC standards).\*

The data on the chart above denotes performance on standards 2 and 5 of the STAR assessment which relate to PLO#5. It shows that 100% of candidates scored Accomplished or higher on standard 5B (relating to school-wide activities) with an average of 88% of candidates scoring at this level for standard F (relating to school, family and community connections). The scores for standards 2 and 5 reveal that only 17% of candidates are at the emerging level related to their understanding of establishing a culture of learning, implementing classroom procedures and school-wide activities.

The chart below presents STAR data from Spring 2021 with an n=19. Candidates consistently preformed at (or above expectation) on the criterion noted for university data reporting. It should be pointed out that there were outliers performing at the unsatisfactory level for the following criteria: 1E Co-teaching assessment implemented, Using Technology for Instruction, 3G: Co-teaching Strategies. There were two or fewer scored as unsatisfactory within the noted criterion. Efforts by the department to provide additional training to cooperating teachers and candidates has been undertaken in an effort to bolster performance within these assessment categories.

 The Fall 2021 term served as the pilot semester for the new Resident Teacher Evaluation, an assessment created by TEAC. This assessment will replace STAR. There are ongoing discussions related to how specific content data will be captured to replace/augment Content STAR data which was previously collected. Date entry for Fall 2021 RTE results will be analyzed during the May 2022 EPP Data Assessment Workshop and potential revisions to the newly piloted instrument will be shared with TEAC for consideration.

\*Note: The EPP’s PLOs were revised in Summer 2021 with the InTASC Standards being adopted the professional learning outcome measures for the department.

*PRAXIS*

WVSU requires candidates to pass Praxis I examinations before Admission to Program and all Praxis 2 examinations before Admission to Student Teaching. There is a 100% passage rate for both Praxis 1 and 2. Below is a summary chart from within the WVSU Title II Report which denotes the completer date for passage of the Praxis 2 content examinations for undergraduate candidates. A full reporting of each content area assessment result is available within our Title II report which is posted on the Education Department website.



The charts below provided a summation of all undergraduate Praxis performance data for 2020-2021. Again, a more comprehensive view of all Praxis data is contained within our Title II report on the Education Department website.

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| **Education Licensure Pass Rates 2020 – 2021**  |
| Program | # of  WVSU Program Completers | # of  WVSU Test Takers/ Test Attempts | % 2020-2021 WVSU Program Completers Passing on First Attempt  | % 2020-2021 Program Completers Passing at the State Cut Score |
| Art Pre-K-Adult | - | - | - | - |
| Biology 9-Adult | - | - | - | - |
| Business 5-Adult | - | - | - | - |
| Chemistry 9-Adult | - | - | - | - |
| Elementary Education  K-6 | 17 |  |
| Reading |  | 17/24 | 76% | 100% |
| Math | 17/18 | 94% | 100% |
| Social Studies | 17/37 | 47% | 100% |
| Science | 17/36 | 53% | 100% |
| Teaching Reading | 17/24 | 82% | 100% |
| English 5-9 | - | - | - | - |
| English 5-Adult | 3 | 5/11 | 60% | 100% |
| General Science 5-Adult | 2 | 2/2 | 100% | 100% |
| Mathematics 5-9 | - | - | - | - |
| Mathematics 5-Adult | - | - | - | - |
| Multi-Categorical  K-6 or 5-Adult | - | - | - | - |
| Music Pre-K-Adult | 2 | 2/3 | 50% | 100% |
| Reading K-6 or 5-Adult | - | - | - | - |
| Social Studies 5-9 | - | - | - | - |
| Social Studies 5-Adult | 4 | 4/4 | 100% | 100% |
| Physical Education PK-Adult | 1 | 1/2 | 0% | 100% |
| Wellness Pre-K-Adult | 3 | 3/6 | 33% | 100% |
|  |
| PLT | 32 | 32/33 | 97% | 97% |
| (ETS) Content Specialization Test for these Content Specializations |   |