



WEST VIRGINIA STATE UNIVERSITY

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Academic Affairs Assessment of Student Learning Report for Academic Year 2021-2022

Department/Program: Education (Initial Programs)

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1. Which learning outcomes did you measure this past year?

The Education Department measures every outcome every year as part of our assessment work for program approval and accreditation through the state of West Virginia and various national Specialized Professional Associations (as recognized by CAEP).

New PLOs were adopted in August 2021 as a result of programmatic review which occurred during Spring-Summer 2021. The PLOs are closely aligned with the InTASC Standards which are a nationally recognized set of performance standards for colleges of education.

- 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)

Additionally, the WVSU Education Department aligns programmatic outcomes with the WVSU Essential Graduation Competencies noted below.

1. Knowledge of Human Cultures and the Physical and Natural World

- a. Demonstrate knowledge of the sciences and mathematics, wellness, social sciences, humanities, histories, international perspectives, and the arts in the context of both contemporary and enduring questions

2. Intellectual and Practical Skills Needed to Engage in 21st Century Challenges

- a. Practice Inquiry and analysis
- b. Employ critical and creative thinking
- c. Communicate effectively
- d. Apply both quantitative and qualitative approaches to problem solving and evaluation
- e. Practice effective collaboration/teamwork

3. Personal and Social Responsibility

- a. Model civic knowledge and engagement
- b. Demonstrate understanding of multiculturalism and sensitivity to issues of diversity
- c. Practice professional ethics in reasoning and action

4. Integrative and Applied Learning

- a. Demonstrate synthesis of knowledge both within a specialization and between disciplines

In which course(s) were assessments conducted?

Educ 200, 227, 300, 316, 331, 423/ 426, and student teaching/residency II* are the courses for which primary programmatic assessments are conducted. Assessments associated with essential graduation competencies are housed within Educ 201, Educ 319 and Educ 321.

*Assessments are conducted over the entire course of the program. Only the courses noted above contain assessments that are used for CAEP accreditation purposes

How did you assess the selected program learning outcomes?

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.

Learner Growth and Development

PLO 1, 2, 3, 4, 5

Teaching

PLO 6, 7, 8

Professional Growth and Development

• PLO 9, 10

Curriculum Map

Learning Outcome (PLO):	Which Measure Used	Where Measured	Rationale	Notes
<u>Learner Growth and Development</u> (Both candidate perceptions and student focused) PLOs 1, 2, 3, 4, 5	Educational Disposition Assessment (EDA)	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	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	Adopted during Fall 2021; Proprietary assessment
	Speaking Assessment	Within all Pre-Professional Education Courses (EDU 200, 201, 202, 227)	The Speaking Assessment provides a generalized overview of candidate's ability to engage in effective, impactful oral communication	Created within department
	Philosophy of Education (Statement paper)	EDUC 200	Provides an early assessment of Philosophy of Education – which reflects beliefs about how individuals learn, and these beliefs are dispositions.	Created within department
<u>Teaching</u> PLOs 6, 7, 8	Praxis Core	Required for admission into the professional phase of the program (EDUC 316)	These nationally normed tests which measure candidate knowledge in reading, writing and math. (Available WVDE exemption based ACT or SAT scores)	Proprietary assessment

	Praxis II		These nationally normed tests can help the program compare our candidates with other candidates in the same fields.	Proprietary assessment
	Lesson Planning Rubric	Ed 316 and 426–first methods course	Provides an early assessment of planning and teaching as measured by candidates ability to devise a structured lesson for implementation.	Piloted in Spring 2022; potential revision upcoming given the collection of LP documents from other WV universities
	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
	CAPT (Candidate Ability to Plan and Teach)	See above	See above	CAPT used through Fall 2022 before new assessment is piloted
	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 Previous SCOPE (prior to Spring 2023) was created within department

				New version: Proprietary assessment- rubric consists of 2 of 4 domains of Danielson Framework for Teacher
	WV Evaluation Rubric for Clinical Educators (Resident Teacher Evaluation-RTE)	Second semester of senior year during student teacher or residency II	Performance assessments to measure readiness for professional teaching career.	Piloted in Fall 2021 Proprietary assessment created by TEAC and WVDE
	edTPA (Note: WVTPA used prior to Fall 2022; it was created by TEAC and was initially considered proprietary by HEPC)	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 Proprietary assessment
	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>	Admission to Teacher Education	Educ 202 (conclusion of course)	A scheduled interview with the department chair in which	Created in department

PLOs 9, 10	SCOPE (noted above)		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.	
	WVTPA (noted above)			
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				

How many students were included in the assessment(s) of each PLO in a course?

All student enrolled in the pertinent course were included in the assessment process.

How were students selected to participate in the assessment of each outcome

All students were a part of the process. We do not sample from course populations.

In general, describe how each assessment tool (measure) was constructed.

The 'notes' column in the curriculum map above describes how each assessment was created.

Who analyzed results and how were they analyzed

Dr. Burdette, as assessment coordinator, serves as the primary analyst of all data. She facilitates weekly CAEP meetings, bi-yearly data reviews and end of the year data summit with full faculty in which data is reviewed for the purpose of program improvement. The analysis of data is presented as a workshop session for faculty each semester as a component of the CAEP meetings.

Provide a summary of the results/conclusions from the assessment of each measured Program Learning Outcome

(Note: full compilation of all data is included as a support resource; this reporting contains excerpts of the data charts and other representations extracted from the resource files).

The summary will be organized as following:

Learner Growth and Development

PLO 1, 2, 3, 4, 5

Assessments used: EDA, Speaking Assessment, Philosophy of Education rubric

Teaching

PLO 6, 7, 8

Assessments used: Praxis I and II, CAPT, SCOPE, RTE, WVTPA, Lesson Plan rubric

Professional Growth and Development

• PLO 9, 10

Assessments used: Admission to Student Teaching rubric

Additional data collected to support WVSU essential graduation competencies: Educ 201-Ethical reasoning; Educ 319- Diversity; Educ 321- International perspectives.

Learner Growth and Development

EDA

The Educational Disposition Assessment was created by the University of Tampa Education Department. The assessment provides data related to professional dispositions and allows the education department and candidates to foster development of skills associated with successful educator. The EDA rubric is 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.

Given the enormity of the data associated with the EDA, a full compilation of all EDA data for Fall 2021 and Spring is contained within the resource documents included within the emailed data filed

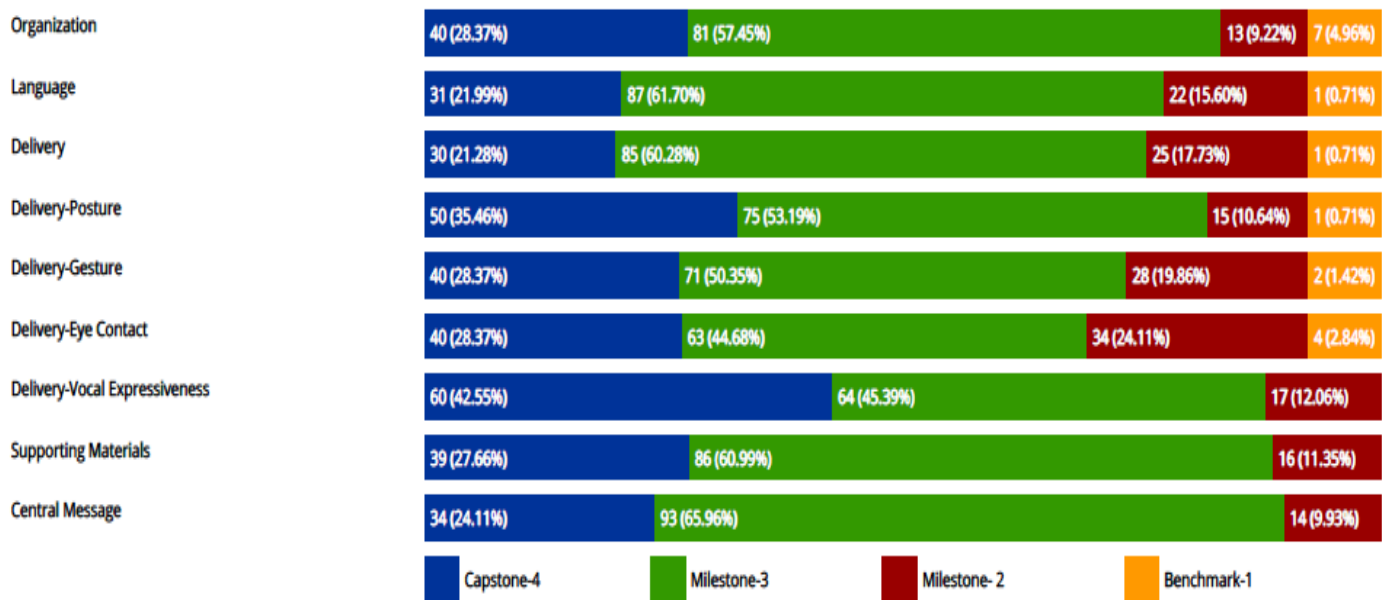
Speaking Assessment

The Speaking Assessment provides a generalized overview of candidate's ability to engage in effective, impactful oral communication. This assessment is utilized in Education 200, 201, 202, 227 and in any other class per instructor discretion.

The resulting data for Fall 2021 and Spring 2022 indicated that organization and ability to make eye contact were areas of concerns noted by assessors. Given that the assessment points are all within the initial phase of the program (typically the first four semesters of study), candidates are given multiple opportunities to expand their speaking skills with these skills culminating the senior capstone presentation (SCOPE) during the 7th semester. Additionally, instructors in courses after the admission to candidacy (typically the beginning of the 5th semester) are invited to use the speaking assessment for candidate who demonstrate a need for structured support.

Rubric: Performance Assessment

	Capstone-4 (4 pts)	Capstone-4 (4 pts)	Milestone-3 (3 pts)	Milestone-3 (3 pts)	Milestone-2 (2 pts)	Milestone-2 (2 pts)	Benchmark-1 (1 pts)	Benchmark-1 (1 pts)	n	Mean	Mode	Stdev
Organization	40	28.37%	81	57.45%	13	9.22%	7	4.96%	141	3.092	3.000	0.752
Language	31	21.99%	87	61.70%	22	15.60%	1	0.71%	141	3.050	3.000	0.634
Delivery	30	21.28%	85	60.28%	25	17.73%	1	0.71%	141	3.021	3.000	0.647
Delivery-Posture	50	35.46%	75	53.19%	15	10.64%	1	0.71%	141	3.234	3.000	0.659
Delivery-Gesture	40	28.37%	71	50.35%	28	19.86%	2	1.42%	141	3.057	3.000	0.732
Delivery-Eye Contact	40	28.37%	63	44.68%	34	24.11%	4	2.84%	141	2.986	3.000	0.799
Delivery-Vocal Expressiveness	60	42.55%	64	45.39%	17	12.06%	0	0.00%	141	3.305	3.000	0.673
Supporting Materials	39	27.66%	86	60.99%	16	11.35%	0	0.00%	141	3.163	3.000	0.603
Central Message	34	24.11%	93	65.96%	14	9.93%	0	0.00%	141	3.142	3.000	0.566

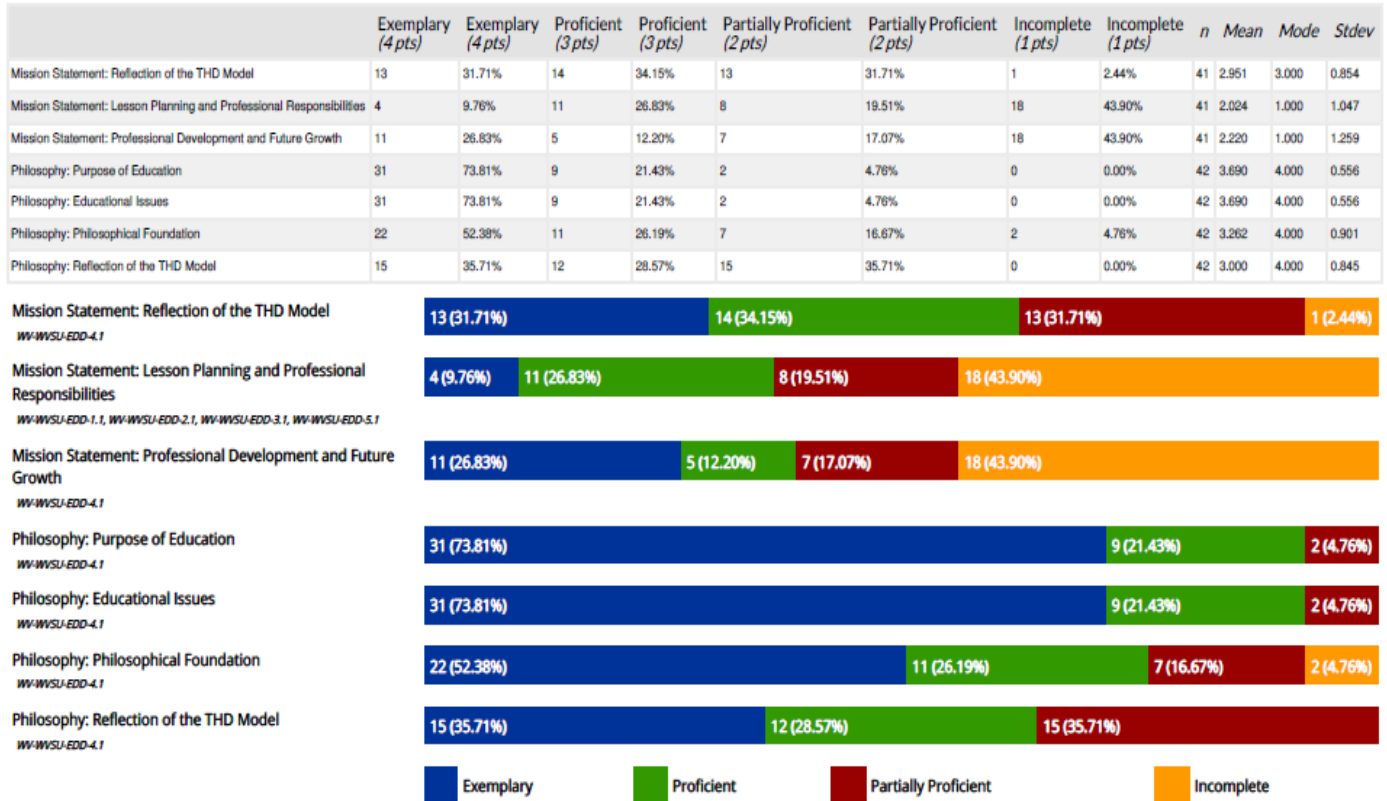


Educational Philosophy

The Education Philosophy provides an early assessment of candidates Philosophy of Education – which reflects beliefs about how individuals learn, and these beliefs are dispositions. The philosophy composition is assessed in Education 200 and revisited again in Education 316 as an informal activity.

Many candidates use their growth on the assessment to provide evidence of their professional growth during their senior presentation.

The Fall 2021/Spring 2022 data from the Educ 200 collection points to candidate deficiency in their ability to incorporate aspects of the departmental THD theme (teacher as human developer), reflection on professional practice (responsibilities and future growth), and philosophical foundations. As Educ 200 is the first course for educational candidates, this baseline information provides opportunity for growth across the program. These components are measured again as a portion of later programmatic assessments (SCOPE, RTE and WVTPA/edTPA).



Teaching

Praxis I and I

Praxis I consists of nationally normed tests which measure candidate knowledge in reading, writing and math. (Available WVDE exemption based ACT or SAT scores). Praxis II consists of nationally normed tests can help the program compare our candidates with other candidates in the same fields.

The compiled pass rates are included with the supporting report documents. Analysis reveals candidate performance on the various content areas to be comparative with those at the state and national level on Praxis II. Candidate performance on the Praxis I was somewhat less stellar with the writing component

being the at 33% first time pass rate. (The state pass rate was 47%). The department offers a praxis support course for those struggling with the assessments.

0	Core Academic Skills for Educators: Reading (5713)	20	75.00%	572	75.87%
1	Core Academic Skills for Educators: Writing (5723)	21	33.33%	584	47.43%
2	Core Academic Skills for Educators: Mathematics (5733)	29	72.41%	711	68.92%

CAPT

The CAPT provides an early assessment of planning and teaching. The CAPT assessment is specific to each content area. Therefore, the specific data collected varies depending on the content majors represented during the respective courses (Educ 316 and Educ 426) each term. The following data charts/narration is presented within the context of the representative terms and each respective course, as well as between courses to determine programmatic growth.

CAPT (MULTIPLE CAPTURE POINTS; USING COMPARATIVE CONTENT DATA)

Fall 2021	Spring 2022
<p>EDU 316 (elementary) Data entered in LT for 5 of 9</p> <p>EDU 316 (secondary) N=10 Soc St=3 Music=1 English=1 PE=2 Science=3</p>	<p>EDU 316 (elementary) Not entered in LT for 9 enrolled</p> <p>EDU 316 (secondary) No data entered in LT for 9 enrolled</p>
<p>EDU 426 with N=11</p> <p>Soc St=1 Music=2 PE=1 Health=1 Elem=6</p>	<p>EDU 426 with N=7</p> <p>Soc St=2 Elem=5 Note: highlighted data used for comparative reporting</p>

Note: The highlighted data is used for comparative purposes. Limited numbers within some content areas and data not provided by the course instructor for Educ 316 made full comparison impossible.

CAPT: ELEM (FALL 2021/SPRING 22)

Highest percentage in highest category (Distinguished)	Highest percentage in lowest category (emerging)
<p>EDU 316 n=5 (of 9) FALL ONLY/no spring data entered no spring data entered in LiveText</p> <p>EE-CAEP Standard 3.a Administer formative and summative assessments regularly. (20%)</p> <p>EE-CAEP Standard 3.e Establish Maintain Social Norms (20%)</p> <p>EE-CAEP Standard 4.b Teaches Cohesive Sequence of Lessons (20%)</p> <p>EE-CAEP Standard 4.c Explicitly teaches to guide learners (20%)</p>	<p>EDU 316 n=5 (of 9) FALL ONLY/no spring data entered no spring data entered in LiveText</p> <p>EE-CAEP Standard 4.c 40%</p>
<p>EDU 426 n=11 (Fall and Spring combined)</p> <p>Creating an Environment of Respect and Rapport (81%)</p> <p>Explicitly teaches to guide learners (72%)</p> <p>Establish Maintain Social Norms (72 %)</p>	<p>EDU 426 n=11 (Fall and Spring combined)</p> <p>Administer formative and summative assessments regularly. (9%)</p>

CAPT SOCIAL STUDIES

<p>HIGHEST PERCENTAGE IN HIGHEST CATEGORY (DISTINGUISHED)</p>	<p>HIGHEST PERCENTAGE IN LOWEST CATEGORY (ACCOMPLISHED)</p>
<p>EDU 316 N=3 (FALL ONLY; NO SPRING DATA NO SPRING DATA ENTERED IN LIVETEXT)</p> <p>INDIVIDUAL DEVELOPMENT & IDENTITY (100%)</p> <p>CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT (100%)</p>	<p>EDU 316 N= 3 (FALL ONLY; NO SPRING DATA NO SPRING DATA ENTERED IN LIVETEXT)</p> <p>PEOPLE, PLACES, & ENVIRONMENT (100%)</p> <p>PRODUCTION, DISTRIBUTION, & CONSUMPTION(100%)</p> <p>GLOBAL CONNECTIONS (100%)</p> <p>CIVIC IDEALS & PRACTICES (100%)</p>
<p>EDU 426 N= 3 (FALL AND SPRING)</p> <p>POWER, AUTHORITY, & GOVERNANCE (50%)</p> <p>IMPORTANCE OF CONTENT (60%)</p> <p>PRODUCTION, DISTRIBUTION, & CONSUMPTION (50%)</p>	<p>EDU 426 N= 3 (FALL AND SPRING)</p> <p>10 ELEMENTS AT 66.7% (NO EMERGING OR LOWER)</p>

CAPT: MUSIC

<p>HIGHEST PERCENTAGE IN HIGHEST CATEGORY (DISTINGUISHED)</p>	<p>HIGHEST PERCENTAGE IN LOWEST CATEGORY (ACCOMPLISHED)</p>
<p>EDU 316 N=1 (FALL ONLY; NO SPRING DATA NO SPRING DATA ENTERED IN LIVETEXT)</p> <p>100% --ALL CATEGORIES</p> <p>VOCAL PERFORMANCE</p> <p>INSTRUMENTAL PERFORMANCE</p> <p>ARTS & CURRICULUM</p> <p>PEDAGOGY</p> <p>CREATING ENVIRONMENT OF RESPECT, RAPPORT</p> <p>IMPORTANCE OF CONTENT</p>	<p>EDU 316 N= 1 (FALL ONLY; NO SPRING DATA NO SPRING DATA ENTERED IN LIVETEXT)</p> <p>N/A</p>
<p>EDU 426 N=2 (FALL AND SPRING)</p> <p>CREATING ENVIRONMENT OF RESPECT, RAPPORT (100%)</p> <p>ARTS & CURRICULUM (50%)</p> <p>IMPORTANCE OF CONTENT (50%)</p>	<p>EDU 426 N= 2 (FALL AND SPRING)</p> <p>NOTE: ALL OTHER ELEMENTS SCORED AT ACCOMPLISHED</p>

CAPT: PE

Highest percentage in highest category (Distinguished)	Highest percentage in lowest category (accomplished)
EDU 316 n=2 (Fall only; no spring data entered in LiveText) Creating an Environment of Respect and Rapport (100%) Applies Movement Concepts (100%)	EDU 316 n= 2 (Fall only; no spring data no spring data entered in LiveText) All other categories scored at accomplished
EDU 426 n=1 (Fall and Spring) All at 100 % Distinguished Applies Movement Concepts Applies Movement Theories Applies Motor Theories Correct Performance Skills Pedagogy Creating an Environment of Respect and Rapport Importance of Content	EDU 426 n= 1 (Fall and Spring) All at 100 % Distinguished

Summation of CAPT data: Given the widely varying components from each content area, the limited data presented for Educ 316 (particularly for elementary education majors which is the department’s largest student population), it is difficult to establish trends. Given that ‘student assessment’ was noted as an area of weakness for elementary education majors (and that this component is relative to all content areas) the faculty noted the need to focus attention on aiding candidates in developing their data-based decision-making skills and ability to create relevant formative and summative assessment tools).

SCOPE

The Senior Capstone Oral Presentation Evaluation is an electronic portfolio presentation in which candidates present artifacts/oral presentation in which they showcase their ability to transition into student teaching/residency.

<p>Fall 2021 n=12</p> <p>75% at Distinguished in following categories:</p> <ul style="list-style-type: none"> Future Plans Commitment to the Profession Public School Experience Lessons overall Technology Planning assessment delivery Addresses National Standards (83%) 	<p>Fall 2021 n=12</p> <p>25% or higher at emerging level in the following categories:</p> <ul style="list-style-type: none"> Disaggregate data to look at behavior of subgroups Data Based Decision Data Based Decision (technology)
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<p>Spring 2022 n=7</p> <p>Highest percentage scoring at Distinguished:</p> <ul style="list-style-type: none"> Planning assessment delivery (100%) Technology (85%) Future Plans (85%) Reflection on Growth (85%) Public School Experience (85%) Lessons overall (85%) 	<p>Spring 2022 n=7</p> <p>Highest percentage scoring at Emerging:</p> <ul style="list-style-type: none"> Data Based Decision (71%) Disaggregate data to look at behavior of subgroups (43%)
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Summation: As with the CAPT assessment, data related to the ability to collect student data and use the resulting data to modify instruction was a weak point for education candidates. The faculty agreed that there was a substantial need to focus upon further development of assessment within coursework.

RTE

Performance assessment used to measure readiness for professional teaching career.

Highest percentage in highest category (Distinguished)	Highest percentage in lowest category (emerging)
<p>STANDARD ELEMENT 2.3: The teacher candidate establishes and maintains a learner-centered culture (47%)</p> <p>ELEMENT 3.3: The teacher candidate adjusts instruction based on a variety of assessments and student responses.(47%)</p> <p>STANDARD ELEMENT 2.1: The teacher candidate understands and responds to the unique characteristics of learners. (42%)</p>	<p>STANDARD ELEMENT 2.2: The teacher candidate establishes and maintains a safe and appropriate learning environment. (5%)</p> <p>Note: Vast majority of scores within the accomplished category</p>

Summation of RTE data: Data for the RTE revealed that most candidates were functioning within the ‘accomplished’ category which is above minimum expectations for education candidates. The faculty will continue to monitor for trend data in future semesters to ensure satisfactory candidate performance.

WVTPA

A multi-task performance assessment in which candidates demonstrate their ability to plan, deliver and assess classroom instruction.

WVTPA: FALL 2021/N=20
HIGHS VS LOWS

Percentage at Distinguished:	Percentage at Emerging
<p>Clarity and Representation of Evidence 90% Implications of Community School & Family Factors 65% Implications of the Classroom Factors 65% Consultation 65% Implications for Future Teaching 65%</p>	<p>Anticipated Student Challenges 25% Alignment with Learning Goals 25% Factors in Planning 25% Learning Resources (incl. Technology) 25% Evidence of Impact 25%</p>

WVTPA: SPRING 2022/N=13
HIGHS VS LOWS

Percentage at Distinguished:	Percentage at Emerging
<p>Clarity and Representation of Evidence 69% Flexibility 62% Classroom Set-up and Organization 62%</p>	<p>Questioning Strategies 23% Implications of Community School & Family Factors 15% Learning Resources (incl. Technology) 15% Differentiated Instruction 15% Classroom and Behavior Management 15% Student Engagement 15% Insights on Teaching and Learning 15% Professional Growth 15%</p>

Summation of WVTPA data: Overall, there were few apparent trends in areas deemed as emerging within the Fall 2021 and Spring 2022 data. However, there was one category that was identified as a point of distinction in Fall 2021 yet measured as emerging in Spring 2022: ‘implications of community, school and family factors’. Given this surprising shift, examination of course activities (particularly within Educ 426) were deemed to be an area for improvement/expansion of time devoted to skill.

The Lesson Plan rubric

The lesson plan rubric provides an early assessment of planning and teaching as measured by candidates’ ability to devise a structured lesson for implementation. Spring 2022 only data due to that being the first semester for piloting.

EDU 316-01 n=9 EDU 316-02 n=9 No data entered in LiveText by instructor
EDU 319 n=7 No data entered in LiveText by instructor
EDU 320 n=9
EDU 426 n=7

For EDU 320 Highest percentage in highest category (accomplished) Lesson Overview & Rationale (89%) Academic Language (77%) Anticipated Management Difficulties (77%)	Highest percentage in lowest category (emerging) Student Learning Objective (100%) Appropriate Research Based Strategies (100%) Higher Order Questioning (100%) Note: 33% at Unsatisfactory for Self-Reflection
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ED 426 Highest percentage in highest category (Distinguished) Before/ Introduction/ Hook (85%) Self-Reflection (100%)	Highest percentage in lowest category (emerging) WV College and Career Readiness Standards Content, Technology & Computer Science and/or for Student Success (57%) Anticipated Content Difficulties (57%)
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Summation of Lesson Plan rubric: There were few noted areas of weakness within the two courses were data was reported. (No data was entered by the instructors for Educ 316 and Edu 319). Given that this was

the first implementation semester, the assessment data will continue to be reviewed. One surprising variation was in regard to the category ‘anticipated content difficulties’ which was noted as an area of strength in Educ 320, but an area of possible weakness in a later course (Educ 426).

Professional Growth and Development

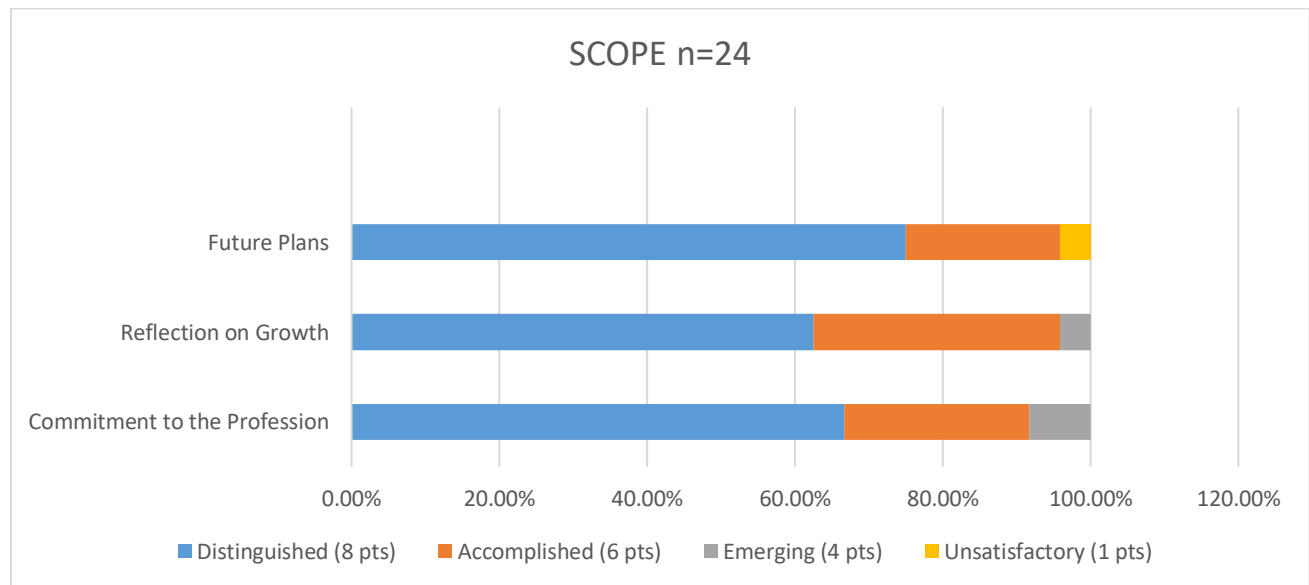
Admission to Student Teaching rubric

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. Plans are underway to ensure this data is formally collected upon transitioning to the new data collection platform SLL. (This transition was set to take place during Fall 2022 but issues with WVSU IT being understaffed resulted in the push back of implementation until Spring 2023).

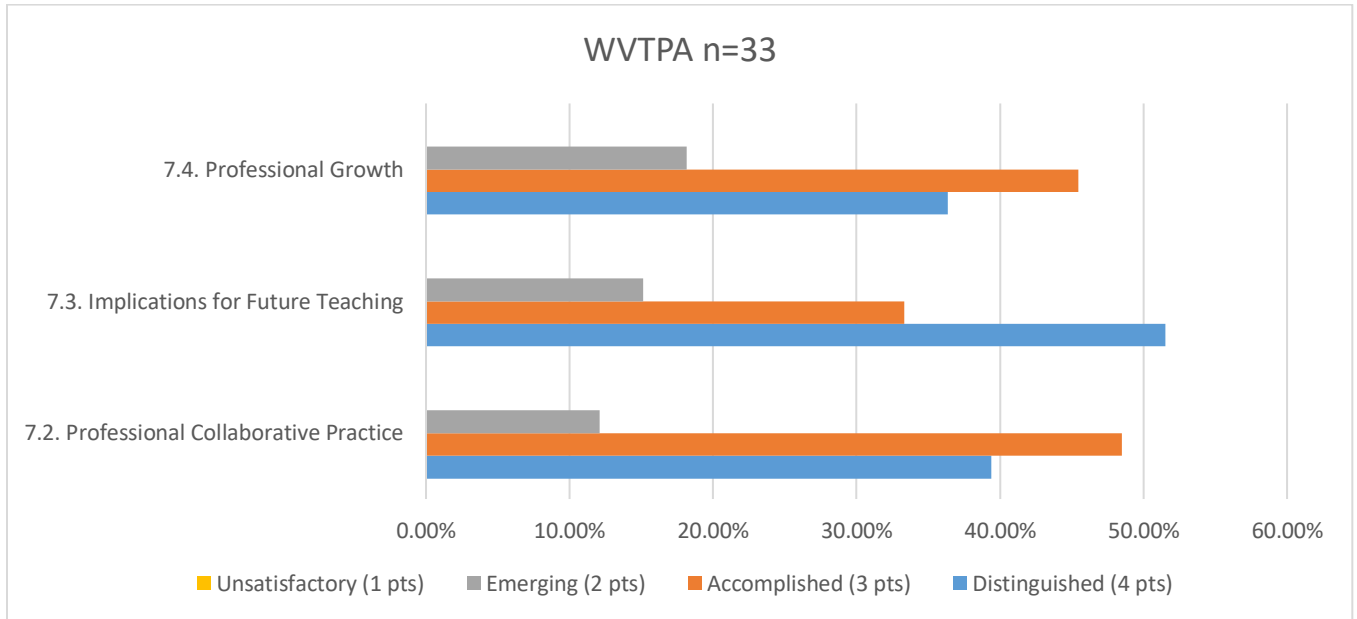
(See the compiled assessment instruments for criteria collected for admission to student teaching/residency II).

Additional data related to professional growth and development were measured by the SCOPE assessment and WVTPA. The extracted data below (compiled from Fall 2021 and Spring 2022) is reflective of candidate performance as related to professional growth and development within each respective assessment.

SCOPE data related to professional growth and development



WVTPA data related to professional growth and development



Essential Graduation Competencies

EDU 201—Ethical Reasoning

The assessment is used to gauge candidate ability to utilize ethical reasoning within a scenario.

Rubric: WVSU GEN ED Ethical Reasoning Rubric

	Capstone (4 pts)	Capstone (4 pts)	Milestone 2 (3 pts)	Milestone 2 (3 pts)	Milestone 1 (2 pts)	Milestone 1 (2 pts)	Benchmark (1 pts)	Benchmark (1 pts)	n	Mean	Mode	Stdev
Ethical Self-Awareness (Optional)	9	16.36%	14	25.45%	9	16.36%	23	41.82%	55	2.164	1.000	1.140
Understanding Different Ethical Perspectives/Concepts (REQUIRED)	16	29.09%	11	20.00%	5	9.09%	23	41.82%	55	2.364	1.000	1.284
Ethical Issue Recognition (REQUIRED)	14	25.45%	12	21.82%	6	10.91%	23	41.82%	55	2.309	1.000	1.249
Application of Ethical Perspectives/Concepts (REQUIRED)	14	25.45%	13	23.64%	5	9.09%	23	41.82%	55	2.327	1.000	1.251
Evaluation of Different Ethical	10	18.18%	15	27.27%	7	12.73%	23	41.82%	55	2.218	1.000	1.171

Summation: This early programmatic data revealed several areas for growth with over 40% of candidates being considered to be emerging on all criteria.

EDU 319—Diversity

This assessment is used to measure candidate ability to incorporate concepts associated with diversity within the construct of a lesson which is taught within a public-school setting.

Rubric: LESSON PLAN RUBRIC EDU 319 F21 and SP22

		Exceeds Standard Not EDndard (3 pts)	Exceeds Standard Does Not Meet Standard (2 pts)	Meets Standard (2 pts)	Meets Standard (0 pts)	Does (3 pts)	n	Mean	Mode	Stdev
Objective is clear	3	75.00%	1	25.00%	0	0.00%	4	2.7	3.0	0.4
							50	00	33	
Aligned with Standards	3	75.00%	1	25.00%	0	0.00%	4	2.7	3.00	0.4
							50	0	33	
Organization	3	75.00%	1	25.00%	0	0.00%	4	2.7	3.0	0.4
							50	00	33	
High-Quality Strategies	3	75.00%	0	0.00%	1	25.00%	4	2.2	3.00	1.2
							50	0	99	
Content Knowledge	3	75.00%	1	25.00%	0	0.00%	4	2.7	3.0	0.4
							50	00	33	
Engage All Students	3	75.00%	1	25.00%	0	0.00%	4	2.7	3.00	0.4
							50	0	33	

Developmentally Appropriate	3	75.00%	1	25.00%	0	0.00%	4	2.7	3.0	0.4
Differentiated	3	75.00%	1	25.00%	0	0.00%	4	2.7	3.0	0.4
Assessment Types	3	75.00%	0	0.00%	1	25.00%	4	2.2	3.0	1.2
Aligned Assessment	3	75.00%	0	0.00%	1	25.00%	4	2.2	3.0	1.2
Assessment Attached	3	75.00%	0	0.00%	1	25.00%	4	2.2	3.0	1.2
Identifies Time	3	75.00%	1	25.00%	0	0.00%	4	2.7	3.0	0.4
Estimates Time for Activities	3	75.00%	0	0.00%	1	25.00%	4	2.2	3.0	1.2
Extended Activities	3	75.00%	0	0.00%	1	25.00%	4	2.2	3.0	1.2
Technology Access	3	75.00%	1	25.00%	0	0.00%	4	2.7	3.0	0.4
Alignment with WV Next Generation Standards	3	75.00%	1	25.00%	0	0.00%	4	2.7	3.0	0.4
Developmentally Appropriate Technology	3	75.00%	1	25.00%	0	0.00%	4	2.7	3.0	0.4
Technology & District Expectations	3	75.00%	1	25.00%	0	0.00%	4	2.7	3.0	0.4
Data Analysis	3	75.00%	0	0.00%	1	25.00%	4	2.2	3.0	1.2
10 Point Rubric Format	3	75.00%	0	0.00%	1	25.00%	4	2.2	3.0	1.2
Rubric Explanation	3	75.00%	0	0.00%	1	25.00%	4	2.2	3.0	1.2
WVSU Reflection Form	3	75.00%	1	25.00%	0	0.00%	4	2.7	3.0	0.4
Improving Instruction Based on Reflection	3	75.00%	0	0.00%	1	25.00%	4	2.2	3.0	1.2
Changes to Lesson Plans	3	75.00%	0	0.00%	1	25.00%	4	2.2	3.0	1.2
Submission Time	3	75.00%	0	0.00%	1	25.00%	4	2.2	3.0	1.2
Complete	3	75.00%	0	0.00%	1	25.00%	4	2.2	3.0	1.2
Followed Format	3	75.00%	1	25.00%	0	0.00%	4	2.7	3.0	0.4

Grammar & Usage	3	75.00%	1	25.00%	0	0.00%	4	2.7	3.00	0.4	50	0	33
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Summation: The limited data entered within LiveText rendered minimal evidence to for programmatic improvements. Efforts will be undertaken to ensure adequate data is entered in future semesters. Additionally, the lesson will need to be adjusted to be reflective of the recently adopted lesson plan rubric.

EDU 321—International Perspectives

This assessment requires candidates to explore topics related to international Fully demonstrates the connection between the selected cultural product or practice and the perspectives of the society to which it belongs with attention to at least two elements, like history, economy, religion, etc.

Rubric: WVSU GEN ED International Perspectives Rubric

	Exemplar (4 pts)	Exemplar (4 pts)	Target (3 pts)	Target (3 pts)	Acceptable (2 pts)	Acceptable (2 pts)	Unacceptable (1 pts)	Unacceptable (1 pts)	n	Mean	Mode	Stdev
Cultural Product or Practice ACTFL	15	62.50%	5	20.83%	1	4.17%	3	12.50%	24	3.333	4.000	1.027
PERSPECTIVES ACTFL	17	70.83%	4	16.67%	2	8.33%	1	4.17%	24	3.542	4.000	0.815
Knowledge Cultural Self-awareness	18	75.00%	3	12.50%	1	4.17%	2	8.33%	24	3.542	4.000	0.912



Summation: Instructor efforts will be focused on aiding candidates in developing a more robust understanding of concepts associated with cultural products/practices as well as cultural awareness.

- What are next steps?** (e.g., will you measure this same learning outcome again? Will you change some feature of the classroom experience and measure its impact? Will you try a new tool? Are you satisfied?)

As noted, we conduct weekly CAEP meetings, bi-yearly data reporting sessions and an end-of-the-year data retreat in which data is reviewed for the purposes of programmatic revision. Additionally, the education department adheres to all university assessment reporting, as well as reporting required by the WVDE, HEPC and CAEP.

A reliability/validity calendar will be established in coming semesters. During Spring 2023, two assessment (Teaching Assessment and revised SCOPE) will be piloted.

3. Please attach an example of the assessment tool used to measure your PLO(s).

Assessments included with the submission email:

- EDA rubric
- Speaking Assessment rubric
- Philosophy/Mission Statement rubric
- Lesson Plan rubric
- CAPT rubric (for various content areas)
- SCOPE rubric
- RTE rubric
- Admission to Teaching rubric
- WVTPA rubric
- Ethical dilemma activity
- International perspectives activity
- Diversity activity

Data included with the submission email:

- A full compilation of data for Programmatic Assessments Fall 2021-Spring 2022 is included.
- A full compilation of data for Essential Graduation Competencies for Fall 2021-Spring 2022 is included (along with assessment criteria)
- A full compilation of EDA data Fall 2021-Spring 2022 (Edu 200-self assessment, Edu 316-instructor assessment; Edu 426-instructor assessment; Edu 480s-self assessment and supervisor assessment)
- WVSU Praxis I and II data pass rates