



WEST VIRGINIA STATE UNIVERSITY

Find *Your* Passion.

Academic Affairs Assessment of Student Learning Report for Academic Year 2017-2018

Department/Program Education

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1. **Which learning outcomes did you measure this past year?** [Please indicate whether any of these measures were conducted as follow-up to a previous year's issues or in response to Program Review. Be specific.]

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 national Specialized Professional Associations (NCATE/CAEP, ACEI, NCSS, NCTM, NCTE, etc.)

PLOs APPROVED by the Education Department on September 9, 2014:

The graduates of the Education program will be able to:

1. *Know their chosen content field(s).*
2. *Teach units and lessons aligned with national and state standards that address and assess the learning needs of all students.*
3. *Integrate technology in teaching and learning.*
4. *Exhibit behaviors of a professional teacher congruent with the Teacher as a Human Developer conceptual framework*
5. *Develop and maintain effective learning communities that value diversity.*
6. *Communicate effectively with parents and other community members to promote student learning.*

2. **In which course(s) were assessments conducted?**

Educ 200, 227, 300, 316, 331, 426, and student teaching.

3. **How did you assess the selected program learning outcomes?** (i.e., what did you assess – group project, skills demonstration, presentation, performance, debate, lab experiment, online discussion, etc. *and*- what tool (measure) did you use - rubric, nationally or state-normed exam, item analysis, pre-posttest design, skills inventory, survey, etc.)

Learning Outcome	Where Measured	Which Measure Used	Rationale
1. Content Knowledge	At the end of the program	Praxis II Exam	These nationally normed tests can help the program compare our candidates with other candidates in the same fields.
2. Teaching	Ed 316 – first methods course	CAPT rubric – Candidate Ability to Plan and Teach	Provides an early assessment of planning and teaching
	Ed 227 – End of Sophomore year course	UDL Rubric	Provides an assessment of ability to plan to adapt instruction for students with learning needs
	Ed 331 – After 316, but before student teaching	WVTPA with students with disabilities	Provides an opportunity to improve the achievement of a student or students with disabilities.
	SCOPE	SCOPE Rubric	Provides evidence that the candidate has had sufficient positive experiences prior to student teaching so that they are ready to teach
	Student Teaching	STAR and WVTPA rubrics	Performance assessments to measure readiness for professional teaching career.
3. Technology	Educ 300 – The same semester as 316 (the first teaching methods course)	Technology Integration Rubric	Provides a measure of candidates ability to plan a unit in which technology forms an important part
	SCOPE	SCOPE portfolio presentation, evaluated by at least two faculty members using a rubric.	Assesses the degree to which candidates have used technology to enhance student learning prior to student teaching.
	Student Teaching	STAR Rubric	Assesses technology use in student teaching
4. Dispositions	Educ 200	Philosophy of Education Rubric	Provides an early assessment of Philosophy of Education – which reflects beliefs about how individuals learn and these beliefs are dispositions.

Learning Outcome	Where Measured	Which Measure Used	Rationale
	Educ 316 and 426	Candidate Ability to Plan and Teach Rubric (CAPT)	Provides an overall assessment of “student-focused, role model, and member of a profession.”
	Either just prior to Educ 316 or during the first weeks of 316.	Preprofessional Assessment Record (PAR)	Documentation of attainment of milestones required before entering the Professional Phase (Ed 316 is the first course in the professional phase)
	SCOPE – the semester immediately before student teaching	SCOPE	Provides teaching related artifacts that show that the candidate is “student focused, a role model, and a member of a profession.”
	Student Teaching	STAR	Many elements of the rubric relate to being “student focused, a role model, and a member of a profession.”
5. Learning Communities	Ed 426	CAPT	Part of the CAPT relates to management
	Ed 426	Reflection on Management	Reflection on what actions during teaching related to aspects of management.
	Student Teaching	STAR	Some of the elements of the STAR relate to management.
	Educ 426	Rubric is used to score a family connections artifact	Provides a measure of candidates’ ability to design family communications.
	Student Teaching	STAR	One of the elements of the STAR relate to family communications.

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

All students taking the pertinent course were included in the assessments.

5. How were students selected to participate in the assessment of each outcome (Helpful details might include- whether this assessment represents all students, a sample of students in a class, or a sample of students across sections)?

All students. We do not sample.

6. In general, describe how each assessment tool (measure) was constructed (i.e. in-house, national, adapted).

Assessment Tool	How it was constructed
Praxis II Exam	Nationally normed tests constructed by ETS (ets.org).
STAR	Student Teaching Assessment Record: In-house, based on the WV Professional Teaching Standards. It has been revised several times. The current iteration is the Fall 2013 version.
SCOPE Rubric	In-house. It has been revised several times. The current iteration is the Fall 2013 version with a minor change in Fall 2016 to improve the scoring of the Presentation area and bring it in line with the Oral Communications VALUE rubric.
CAPT rubric – Candidate Ability to Plan and Teach	In-house. It has been revised several times. The current iteration is the Fall 2013 version.
Ed 331 Action Research with students with disabilities	In-house. The program still uses the first version from Fall 2011.
UDL Rubric	In-house. It was developed in 2011 and revised for Fall 2016.
Self Assessment of Dispositions and Teaching Skills	In-house. Developed in Fall 2013.
Preprofessional Assessment Record (PAR)	In-house. Developed in Fall 2011 and revised for Fall 2015.
Ed 426 Rubric scores a family communication artifact and reflection.	In-house. Developed in Fall 2013 and revised in Fall 2015.
WVPTA	New Assessment for Fall 2016. Developed by a state level committee. This assessmet replaced the Action Research.

7. Who analyzed results and how were they analyzed

Katie McDilda analyzed results using data collected in Livetext and exported to excel. Some data results were compared to prior years to examine trends.

8. **Provide a summary of the results/conclusions from the assessment of each measured Program Learning Outcome. Report scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.**

PART I : *Analyzing the data; technology*

PLO 3. *Integrate technology in teaching and learning.*

One of our goals is to collect better technology data and to improve the candidate ability to integrate technology.

The graph shows that 80% or more candidates scored Accomplished or Distinguished on the rubric in the categories related to technology integration for 2015-2016. This is a desirable result.

We looked at the technology results from the SCOPE assessment, which is a pre-student teaching assessment.

The SCOPE assessment provides evidence of meeting many program outcomes. We have included a graph of the SCOPE scores for the 2017-2018 academic year on the next page.

SCOPE Rubric Element for *Technology: Technology*

Distinguished	Accomplished	Emerging	Unsatisfactory
Exceptionally thoughtful reaction with evidence of considerable reflection. Supporting points are drawn from the	Students' needs are identified. Reflective statements refer to student data. Includes reflections	Includes reflections on strengths & weaknesses of	Either no reflection, or shallow reflection, or reflection does not relate
Distinguished from multiple data sources	Accomplishes & weaknesses	Emerging instruction.	Unsatisfactory data, or does
Both Teacher and Student Reflection & Future Plans show clear understanding of 21st Century technology, and integration of technology has merit in terms of improving student achievement.	Both Teacher and Student Instructional decisions justified based on aggregated and analyzed 21st Century student data. technology.	Demonstrates knowledge of 21st Century, limited to one type of technology (example PPT), or limited to teacher use of technology.	Does not demonstrate knowledge of 21st Century technology use in design of this lesson.

SCOPE Rubric Element for *Technology: Data Based Decision*

2017 - 2018 Technology Integration as Reported from SCOPE Assessment

	Distinguished (4 pts)	Distinguished (4 pts)	Accomplished (3 pts)	Accomplished (3 pts)	Emerging (2 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Unsatisfactory (1 pts)	N
Technology Integration	22	55%	12	30%	6	15%	0	0%	40
Data Based Decision	15	38%	16	40%	9	23%	0	0%	40

The shows that about 34 out of 40, 85% candidates scored Accomplished of above instruction use of technology by teacher and student.. The other area of Technology on the SCOPE reflects candidates' ability to make a data-based decision after reflecting on data they collected during the technology lesson. To get accomplished or above the decision must be based on aggregated and analyzed quantitative data. The scores are lower in this area, which indicates that candidates may have difficulty using numeric data to make instructional decisions.

The SCOPE data is collected right before student teaching. To see if candidates are effective users of technology, the Department wanted to look at end of program data from the STAR, the Student Teaching Assessment Record (below).

STAR Rubric Element for: *Using Technology for Instruction*

	Distinguished	Accomplished	Emerging	Unsatisfactory
3C2: Using Technology for Instruction	In addition to accomplished, the candidate develops a learning environment that enables students to become independent and active technology users	At candidate's direction, students use available technology for effective instructional activities	The candidate uses available technology to deliver content	Use of technology for learning is limited or rare

Looking specifically at the Technology Standard of the STAR, the data shows that 96% of the candidates scored Accomplished or above on **Using Technology for Instruction**. **See the Rubric element for Standard 3C2 above.** This shows that candidates are growing in their use of technology throughout the program, since about 85% were accomplished or above at the mid-program level, and about 96% were proficient at delivering instruction so that students are using technology immediately before student teaching and during student teaching.

2017 - 2018 Technology Integration as Reported from STAR Assessment

	Distinguished (4 pts)	Distinguished (4 pts)	Accomplished (3 pts)	Accomplished (3 pts)	Emerging (2 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)	Unsatisfactory (1 pt)	n
3C2 Using technology for Instruction	27	54%	21	42%	2	4%	0	0%	50

The amount of technology available for instruction by the candidate and student --as measured by the STAR-- is dependent on student teaching placement. Evidence from the data suggests that candidates demonstrate a high level of technology use and ability to guide students to use technology. Reports from candidates indicate that technology availability is varied between schools as well as classrooms. Candidates report anecdotally that they need more training with current instructional technologies used in schools and available to teachers. This seems to be in contrast to the high scores on the STAR rubric. One hypothesis that can explain this difference is that the teachers see the candidates using the technology effectively with little guidance, but the candidates experience the technology as being new. The department is working to adjust EDUC 300 to make it more relevant.

PART III: EXAMINING THE STAR

PLO - ALL

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. We are anticipating new CAEP Standards and will be working on alignment with the STAR in the near future. The program is including this assessment, we want to closely monitor the use of this assessment. The data on the next page shows candidate performance on the Planning, Learning Environment and Teaching standards from the **STAR** from the 2017-2018 academic year. It shows that at least 72% of candidates scored Accomplished or above on all standards.

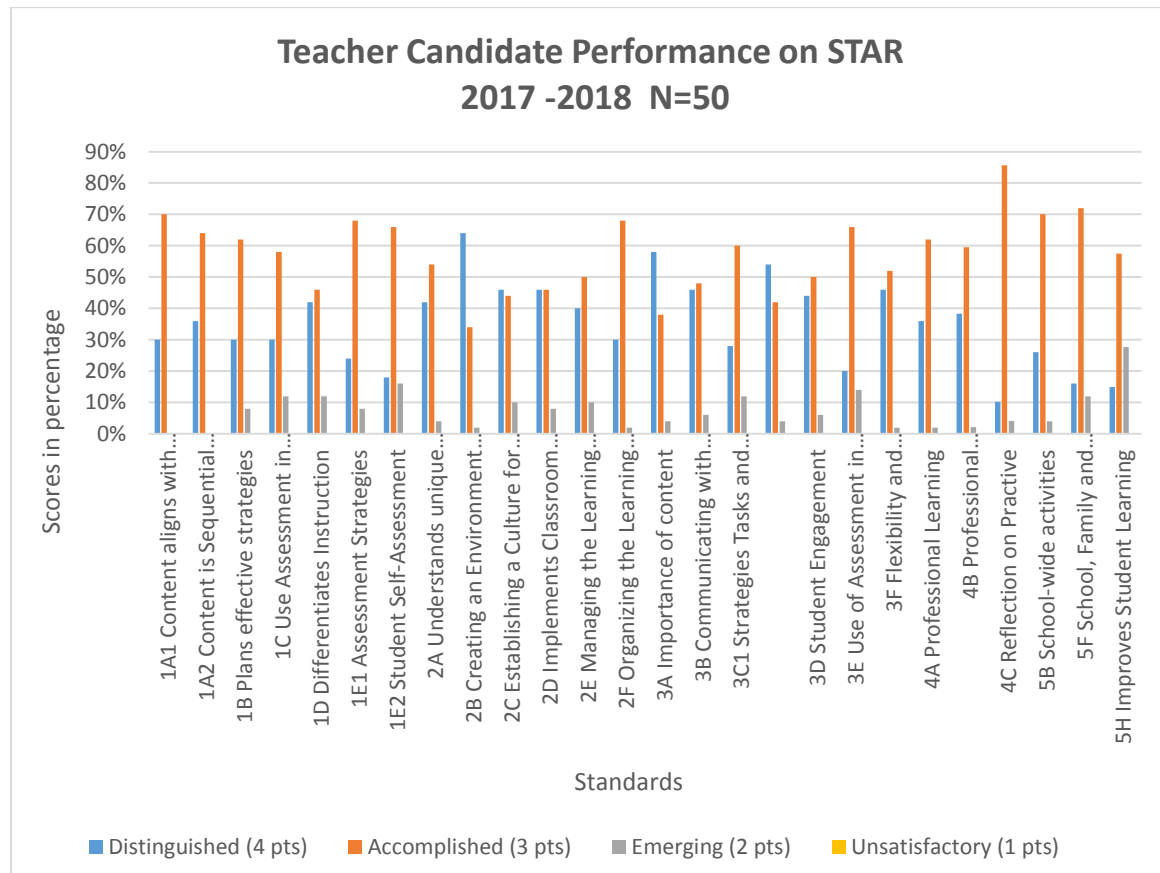
According to the data, the scores of the candidates on multiple standards were 99 % Accomplished or above in these two elements. The program, as expected, emphasizes and prepares candidates to deliver rigorous and appropriate content.

The graph shows that only 72% scored Accomplished or better in “Improving student learning”, an essential element for teacher preparation. This is a sophisticated skill that is developed through experience.

The highest score for the Learning Environment standard was the “Creating an environment of respect” element. All but one candidate scored Accomplished or above with 64% scoring Distinguished.

The lowest score for any standard was “Improving student learning” with only 72% scoring Accomplished or above. This element is measured as a snapshot from one unit of study and does not indicate overall student teaching experience.

The scores for all Professional Conduct elements are at least 96% Distinguished. The data indicates that candidates understand the professional nature of Education and the dispositions will have a positive impact in the classroom.



PART IV: EXAMINING THE WVTPA

PLO 2. *Teach units and lessons aligned with national and state standards that address and assess the learning needs of all students.*

West Virginia Teacher Performance Assessment

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 from 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 to teach the unit, candidates 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 will videotape and analyze teaching episodes. After teaching the unit, candidates will analyze student learning, report on student progress toward the learning goals, and reflect upon and evaluate teaching as related to student learning.

The TPA is evaluated by university-based faculty. The four-point rating scale on each rubric reflects the same descriptors you will see as a beginning teacher in West Virginia. The scoring on the TPA uses the same scale used for evaluating in-service teachers in West Virginia. Candidates must score “Emerging” or “2 points” on each descriptor in each rubric 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. Additionally, in cases where the candidate left out a Task component of the TPA, the judgment of the faculty will determine how the candidate is to remediate the issue. Your performance on the TPA will be used to provide evidence for program completion. In addition, the completed document can be used to showcase your qualifications as an applicant for a teaching position.

Candidates include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that you taught. Each of these are a required part of the TPA. If one or more sections are omitted, you will be required to remediate and re-do the TPA. Any references to another person’s ideas or material in your narrative must include a citation for each source at the end of each task. Any standard form for references may be used; however, the American Psychological Association (APA) style is recommended.

The outline for your Teacher Performance Assessment is as follows:

TASK 1: Contextual Factors

TASK 2: Standards and Goals

TASK 3: Assessment Plan

TASK 4: Design for Instruction

TASK 5: Implementation and Reflection on Daily Instruction

TASK 6: Impact on Student Learning

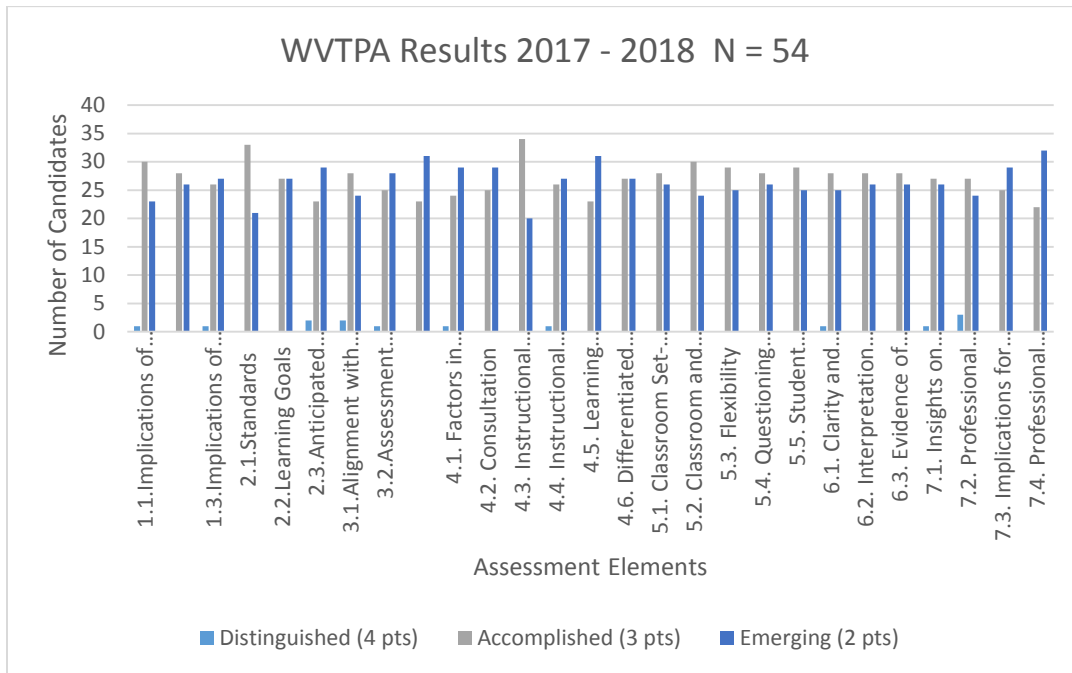
TASK 7: Reflection and Self-Evaluation

WVTPA Assessment Elements

- 1.1. Implications of Community School & Family Factors
- 1.2. Implications of the Classroom Factors
- 1.3. Implications of Individual Student Factor
- 2.1. Standards
- 2.2. Learning Goals
- 2.3. Anticipated Student Challenges
- 3.1. Alignment with Learning Goals
- 3.2. Assessment Criteria/ Technical Soundness
- 3.3. Balance of Assessments
- 4.1. Factors in Planning
- 4.2. Consultation
- 4.3. Instructional Strategies
- 4.4. Instructional Strategy/ Rationale
- 4.5. Learning Resources (incl. Technology)
- 4.6. Differentiated Instruction
- 5.1. Classroom Set-up and Organization
- 5.2. Classroom and Behavior Management
- 5.3. Flexibility
- 5.4. Questioning Strategies
- 5.5. Student Engagement
- 6.1. Clarity and Representation of Evidence
- 6.2. Interpretation of Data
- 6.3. Evidence of Impact
- 7.1. Insights on Teaching and Learning
- 7.2. Professional Collaborative Practice
- 7.3. Implications for Future Teaching
- 7.4. Professional Growth

The following elements are measured by the WVTPA.

Results of the WVTPA 2017 – 2018.



All candidates must score at least emerging on every element of the WVTPA. The candidate resubmits the individual elements until reaching the emerging score. No candidates during the 2017 -2018 academic had to resubmit more than five elements and were successful with the second submission. According to the data, candidates indicate most strength in planning and implementing instructional strategies and are weakest in articulating a continuing professional growth plan.

We are continuing to adjust the program to better prepare students for all that is necessary for them to successfully complete student teaching and the education program.

- 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?)

The program will continue to measure all our outcomes every semester using the assessments referred to above.

- Please attach an example of the assessment tool used to measure your PLO(s).** These can be added as an appendix, a link to the assessment, or sent separately in email with your report.

Assessment Instruments will be sent in separate files:

1. WVTPA rubric
2. SCOPE rubric
3. STAR rubric