

2022-2023 Impact and Outcome Measures

Glenville State University Education program is accredited by the Council for the Accreditation of Educator Preparation (CAEP), formerly the National Council for the Accreditation for Teacher Education (NCATE). CAEP is the sole national accrediting body for educator preparation providers having programs leading to certification/licensure, bachelor's master's post-baccalaureate, and doctoral degrees in the United States and internationally.

CAEP/NCATE accreditation confirms that GSU's undergraduate educator program has demonstrated that it meets standards set by organizations representing the academic community, professionals, and other stakeholders.

Accountability Measures

Impact Measures (CAEP Standard 4)

Measure 1 (initial). Completer effectiveness and Impact on P-12 learning and development (Component R4.1)

Measure 2. (Initial and/or Advanced). Satisfaction of employers and stakeholders involvement (Components R4.2, R5.3, RA.4.1)

Outcome Measures

Measure 3 (Initial and/or Advanced). Candidate competency at program completion (Component R3.3, RA3.4)

Measure 4 (Initial and/or Advanced). Ability of completers to be hired in education positions for which they have prepared.

During 2019-2022, Glenville State University joined the Common Indicator System (CIS) network and was a part of the Deans for Impact consortium. CIS provided the EPP with the following valid and reliable assessment instruments to track the perceptions of teacher candidates, program completers, and employers: Teaching Beliefs and Mindsets Survey (TBMS), Beginning Teacher Survey (BTS), and Employer Survey (ES). Access to CIS network data not only allowed the EPP to determine the perceptions of teacher candidates at the institution level across multiple years but also enabled the comparison of performance between the EPP teacher candidates and their peers within the CIS network. Starting in August 2022, the CIS no longer offers the above-mentioned services; however, the EPP was granted the right to use the survey instruments and continue to analyze its own data.

CAEP Accountability Measures

Impact Measures (CAEP Standard 4)

Measure 1. Completer effectiveness and impact on P-12 learning and development

In 2020, the EPP developed a survey instrument to gather qualitative data to analyze program completers' perceived impact on an expected level of student learning/growth. The survey

instrument was used to collect data from a purposeful sample during the academic year 2020-2021. The sample consisted of recent graduates of the EPP who were employed as classroom teachers. In 2021, the EPP adopted the **Benchworks Teacher Education (BTE)** data management system by Skyfactor, as guided by the West Virginia Department of Education. As a result, the EPP did not collect data from the previously utilized **Impact on P-12 Learning and Development** assessment instrument but, instead, used the BTE Alumni Assessment for the year 2021-2022. However, since the Skyfactor survey is no longer available, the EPP continues to use the previously adopted **Impact on P-12 Learning and Development** assessment instrument starting with the year 2022-2023.

The **Impact on P-12 Learning and Development** survey was sent out by the EPP to its recent teacher preparation program graduates in Spring 2023. However, due to the lack of responses, the EPP cannot report the program completer effectiveness data for the year 2022-2023. The EPP will reach out again to the same target group of program completers and will attempt to collect data using the **Impact on P-12 Learning and Development** survey.

In addition to the **Impact on P-12 Learning and Development** survey, the EPP uses the **Employer Survey (ES)** to capture employers' satisfaction with its program completers. All respondents (100%) reported tracking the degree to which teachers contribute to an expected level of student learning/growth by using teacher-developed goals (such as SMART goals) and student progress on school and/or district benchmark assessments. Half of the surveyed administrators (50%) stated that they also use standardized test scores on state-mandated high-stakes assessments.

Data analysis shows that the surveyed employers (n=2) felt that the EPP graduates are fully or mostly ready to meet the needs of students in their respective schools. In addition, all surveyed administrators rated the EPP graduates as being among the Top 10 percent in meeting the diverse needs of learners within the classroom including English Language Learners and students with special needs compared to other educators in their school. The EPP graduates were rated as being among the Top 10 to 25 percent of all teachers (both novice and experienced) in the areas of making adjustments to practice based on assessment data, maintaining an academic learning environment where students are unafraid to take academic risks, consistently enforcing high expectations for all students, and using self-reflection to improve practice. Half of the respondents reported that the EPP graduates showed typical performance in implementing well-structured lessons, while the other half evaluated them as being among the Top 10% in the same area.

Measure 2. Satisfaction of employers and stakeholder involvement

The EPP uses the **Employer Survey (ES)** to capture employers' satisfaction with its program completers. This survey comprises seven items where employers are asked to reflect on the quality of the EPP program completers' preparation. The survey is administered to employers of recent graduates who themselves complete the Beginning Teacher Survey (BTS).

In 2021, the EPP adopted the **Benchworks Teacher Education (BTE)** data management system by Skyfactor, as guided by the West Virginia Department of Education. As a result, the EPP did not collect data from the previously utilized Employer Survey but, instead, used the BTE platform for the year 2021-2022. However, since the Skyfactor survey is no longer available, the EPP continues to use the previously adopted Employer Survey (ES) for the year 2022-2023.

Data analysis shows that the surveyed employers (n=2) felt that the EPP graduates are fully or mostly ready to meet the needs of students in their respective schools. All respondents (100%) reported tracking the degree to which teachers contribute to an expected level of student learning/growth by using teacher-developed goals (such as SMART goals) and student progress on school and/or district benchmark assessments. Half of the surveyed administrators (50%) stated that they also use standardized test scores on state-mandated high-stakes assessments.

When asked to reflect on the new hires` performance in relation to other teachers in their school, all surveyed administrators rated the EPP graduates as being among the Top 10 percent in meeting the diverse needs of learners within the classroom including English Language Learners and students with special needs compared to other educators in their school. The EPP graduates were rated as being among the Top 10 to 25 percent of all teachers (both novice and experienced) in the areas of making adjustments to practice based on assessment data, maintaining an academic learning environment where students are unafraid to take academic risks, consistently enforcing high expectations for all students, and using self-reflection to improve practice. Half of the respondents reported that the EPP graduates showed typical performance in implementing well-structured lessons, while the other half evaluated them as being among the Top 10% in the same area.

The EPP meets with the Educational Personnel Preparation Advisory Committee (EPPAC) once per semester to share updates, have collaborative discussions, and get approval from these stakeholders for various issues and areas concerning the program, such as the revised EPP created assessments program revisions and survey data results. EPPAC membership includes EPP education faculty, university administration, university alumni, public school partner teachers, community partners, and university student education majors. Additionally, results from Via Student Learning and Licensure will be shared at each EPPAC meeting so that the appropriate changes can be reviewed and addressed to strengthen teacher candidates` success. As stated in Component 5.1, this system will track teacher candidates from the first education course (EDUC 203-Foundations of Education) through internship/student teaching. The data generated by Via will be analyzed and shared with EPP faculty and stakeholder groups such as EPPAC.

Outcome Measures

Measure 3: Candidate competency at program completion.

The link to the EPP`s Title II data can be found on the Education Department webpage under the section titled, Impact and Outcomes Measures. Directions for “Overall Pass Rates on Assessments Required for a Teaching Credential” are also listed on this webpage.

The link is as follows:

https://title2.ed.gov/Public/Report/Providers/Providers.aspx?p=4_10&i=5254

Indicators of teaching effectiveness

The EPP collects data from a variety of assessment instruments, including the Intern Capstone Assessment. The Capstone Assessment includes artifacts and documents that demonstrate mastery of each of the ten InTASC Standards (Interstate Teacher Assessment and Support Consortium). The portfolio is evaluated by faculty members of the EPP. The assessment rubric has been used to evaluate the evidence of student performance outcomes based on each of the InTASC standards. Each faculty member completes the scoring sheet using the rubric.

To ensure the validity and reliability of the Capstone Assessment instrument, the EPP has taken the following steps: (a) in order to provide training for the EPP faculty on the validity and reliability of EPP-created assessment instruments, the EPP reached out to a peer institution of higher education asking to complete/conduct/provide a webinar; (b) the EPP has initiated the development of a webpage to share resources with the EPP faculty related to validity and reliability of EPP-created assessment instruments; (c) the EPP developed a schedule for a 3-5-year review cycle to evaluate the validity and reliability of the EPP-developed assessment instruments; and (d) the EPP established a Validity and Reliability Assurance Team comprised of the EPP faculty members as well as collaborating partners to guide the implementation of the plan.

Satisfaction of completers

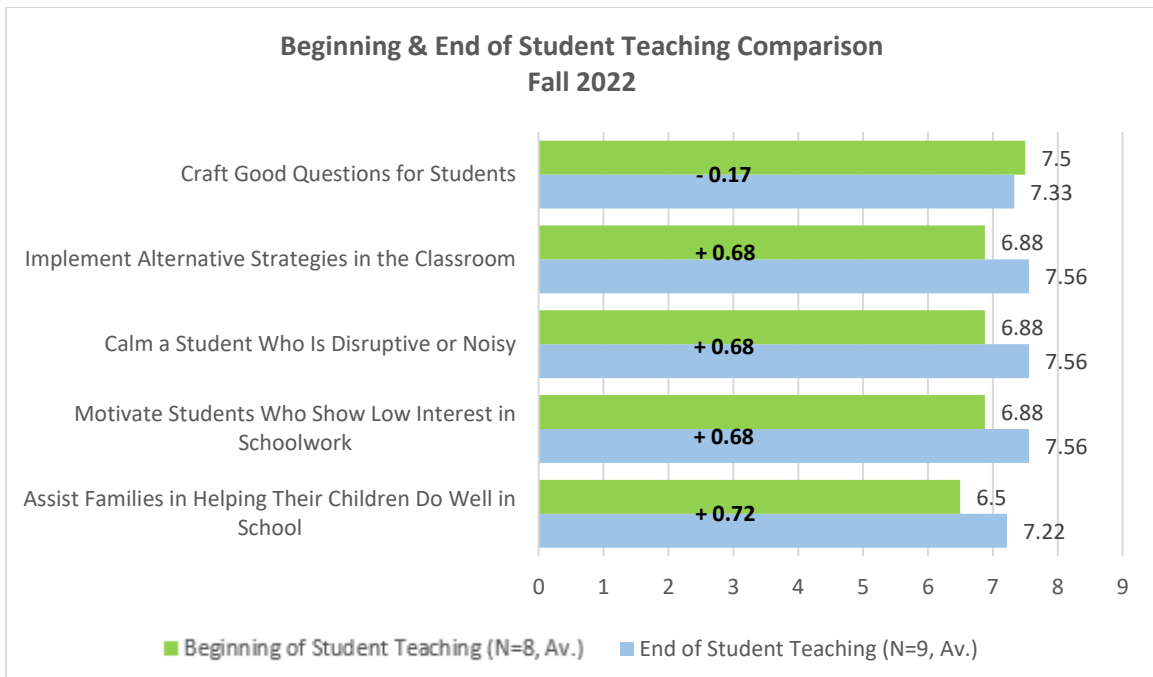
The EPP uses the Teaching Beliefs and Mindsets Survey (TBMS) and Beginning Teacher Survey (BTS) to track the perceptions of teacher candidates and at program completion. Starting in 2024, the EPP plans to administer the Teaching Beliefs and Mindsets Survey (TBMS) to gather the program completer satisfaction data from recent program graduates during the first year of their employment.

The Teaching Beliefs and Mindsets Survey (TBMS) currently comprises two major scales: (a) Teachers` Sense of Efficacy Scale (12 Items) and (b) Culturally Responsive Teaching Self-Efficacy Scale (26 Items). Both scales are rated as a 9-point Likert scale.

The TBMS survey reflects the perceptions of teacher candidates during three points of the teacher preparation experience (a) at the beginning of the program, (b) at the beginning of the student teaching experience, and (c) at the end of the student teaching experience. This allows for the identification of change in the beliefs of the teacher candidates about their teaching practices as they progress through the program.

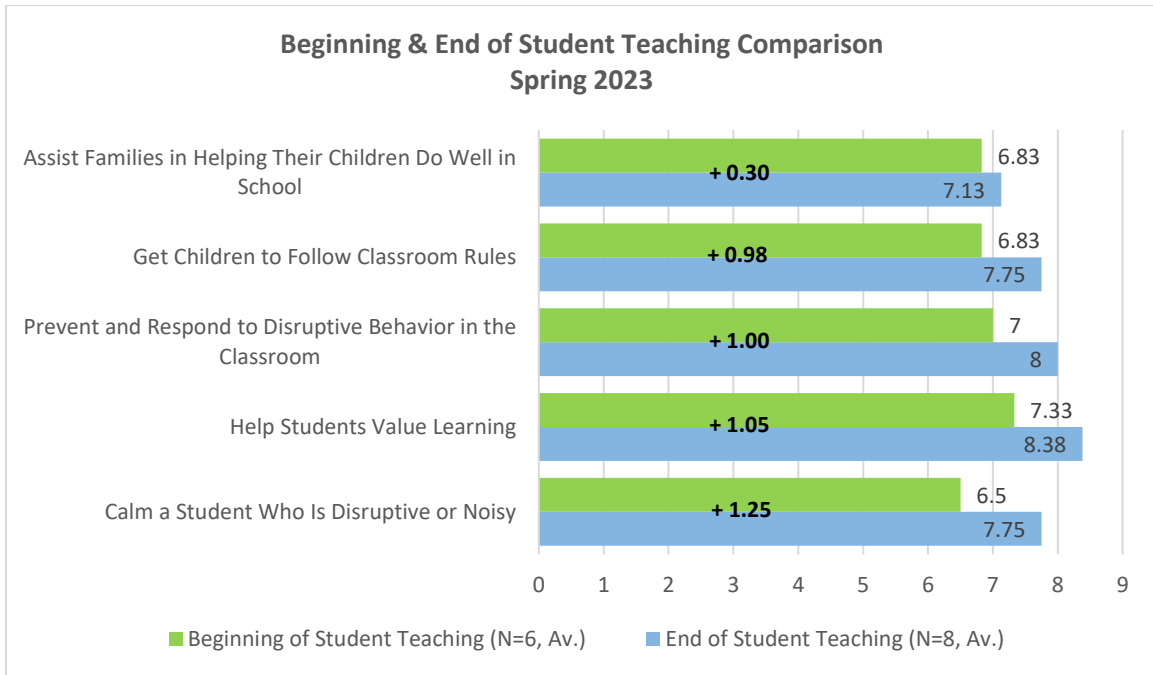
Figure 1

Self-Efficacy Scale (12 Items)



Analysis across two data collection points for Fall 2022 (beginning of student teaching and end of student teaching) revealed that GSU candidates' perceived self-efficacy increased for the majority of scale items at the end of their internship experience compared to the beginning of it. The largest 0.72-point increase in average can be seen for assisting families in helping their children do well in school (6.5/9 vs. 7.22/9). Three other scale items shared a 0.68-point increase in average, including implementing alternative strategies in the classroom, calming noisy/disruptive students, and motivating students with low interest in schoolwork (6.88/9 vs. 7.56/9). However, one Self-Efficacy Scale item showed a 0.17 decrease in perceived ability to craft good questions for students (7.5/9 vs. 7.33/9) at the end of the student teaching experience.

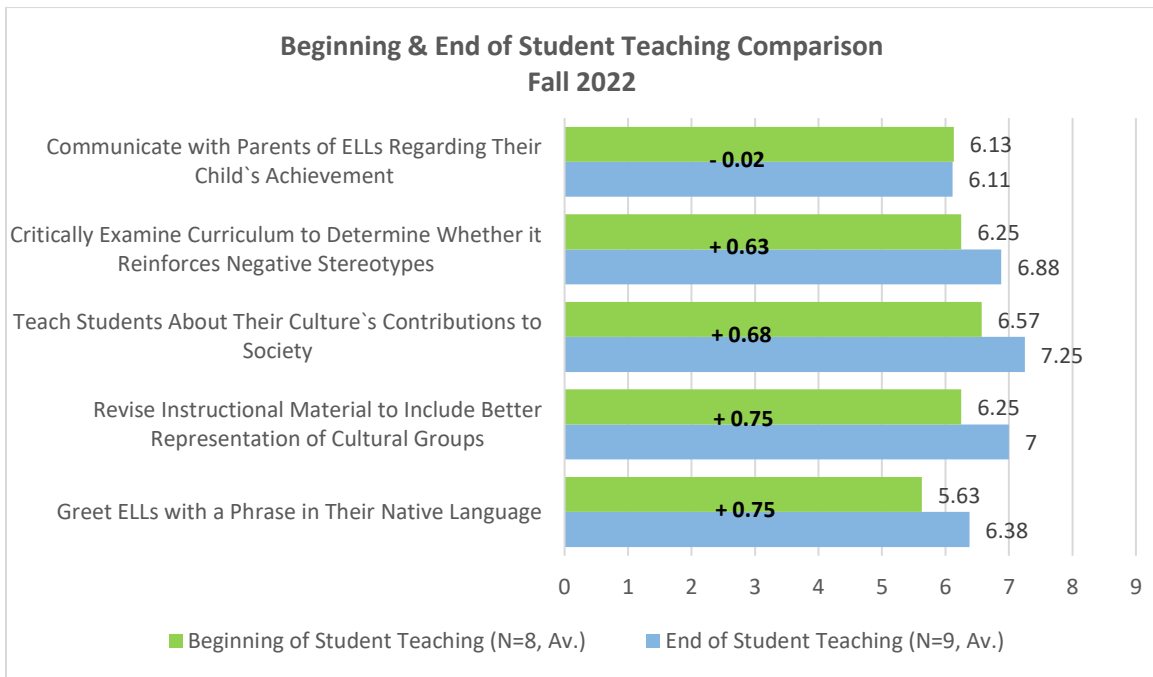
Figure 2



Analysis across two data collection points for Spring 2023 (beginning of student teaching and end of student teaching) revealed that GSU candidates` perceived self-efficacy increased for all of the scale items at the end of their internship experience compared to the beginning of it. The largest 1.25-point increase in average can be seen for calming noisy/disruptive students (6.5/9 vs. 7.75/9). The scale item of helping students value learning increased by 1.05 (7.33/9 vs. 8.3/9), preventing and responding to disruptive behavior in the classroom increased by 1.00 (7/9 vs. 8/9), and getting children to follow classroom rules increased by 0.98 points in average (6.86/9 vs. 7.75). The lowest 0.30-point increase was reported in the perceived ability to assist families in helping their children do well in school (6.83/9 vs. 7.13/9) at the end of the student teaching experience.

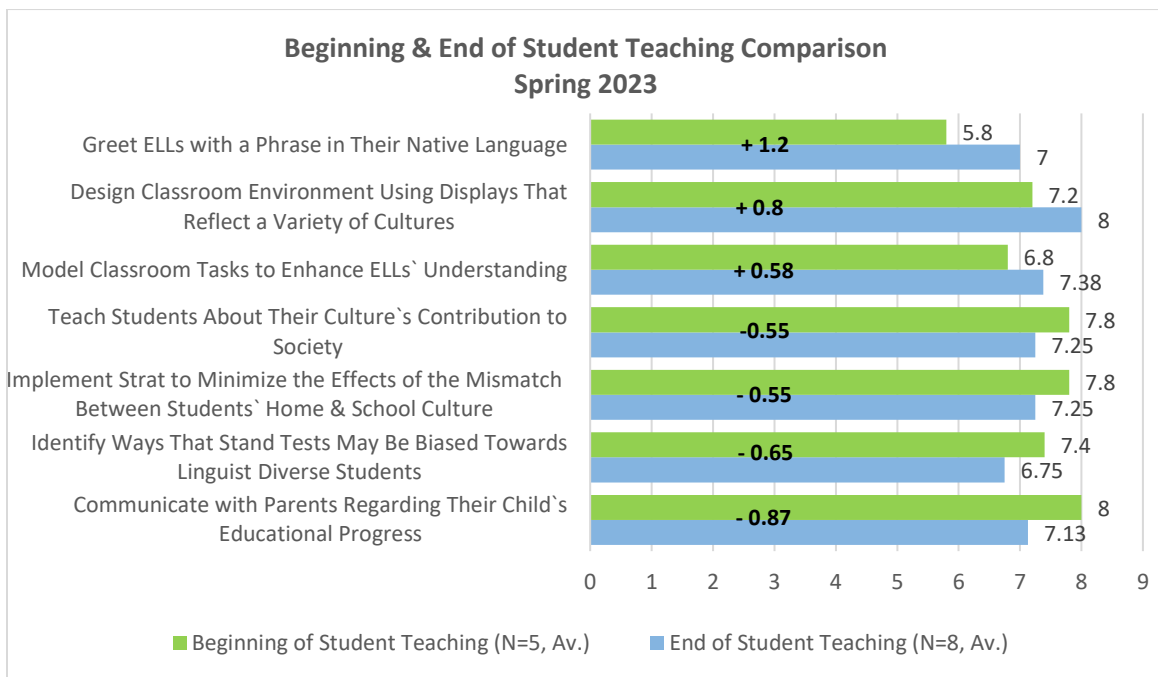
Figure 3

Culturally Responsive Teaching (26 Items)



Analysis across two data collection points for Fall 2022 (beginning of student teaching and end of student teaching) revealed that GSU candidates' perceived Culturally Responsive Teaching effectiveness increased for the majority of the scale items at the end of their internship experience compared to the beginning of it. The largest 0.75-point increase in average can be seen for greeting ELLs with a phrase in their native language (5.63/9 vs. 6.38/9) and revising instructional material to include a better representation of cultural groups (6.25/9 vs. 7/9). The Culturally Responsive Teaching Scale items of teaching students about their culture's contributions to society (6.57/9 vs. 7.25/9) and critically examining the curriculum to determine whether it reinforces negative stereotypes (6.25/9 vs. 6.88/9) increased by 0.68 and 0.63 points in average, respectively. However, one of the Culturally Responsive Teaching Scale items – communication with parents of ELLs regarding their child's achievement – showed a decrease in perceived effectiveness by 0.02 points (6.13/9 vs. 6.11/9 at the end of the internship experience compared to the beginning of it. Even though the reported decrease is relatively small, it is important to monitor this item area in the future.

Figure 4



Analysis across two data collection points for Spring 2023 (beginning of student teaching and end of student teaching) revealed that GSU candidates' perceived Culturally Responsive Teaching effectiveness both increased and decreased at the end of their internship experience compared to the beginning of it. The largest 1.2-point increase in average can be seen for the greeting ELLs with a phrase in their native language (5.8/9 vs. 7/9). The 0.8-point and 0.58-point increase in average can also be seen for the items of designing classroom environments using displays that reflect a variety of cultures (7.2/9 vs. 8/9) and modeling classroom tasks to enhance ELLs' understanding (6.8/9 vs. 7.38/9), respectively. However, the respondents also reported a decrease in average on some of the Culturally Responsive Teaching Scale items at the end of their internship experience. The largest 0.87-point decrease can be seen for communicating with parents regarding their child's educational progress (8/9 vs. 7.13/9), followed by a 0.65-point decrease in identifying ways that standardized tests may be biased towards linguistically diverse students (7.4/9 vs. 6.75/9). A 0.55-point decrease in average was also reported for teaching students about their culture's contribution to society and the implementation of strategies to minimize the effects of the mismatch between students' home and school culture (both 7.8/9 vs. 7.25/9).

The **Beginning Teacher Survey (BTS)** is used to capture graduates' perceptions of their level of preparation to make an impact on student learning in five areas: (a) academic background and teaching preparation, (b) teacher preparation quality, (c) teacher preparation program components, (d) current teaching practices, and (e) job satisfaction. The survey is being administered to the teacher preparation program graduates in early spring during their first year of full-time classroom teaching.

The Beginning Teacher Survey (BTS) was sent out by the EPP to its recent teacher preparation program graduates in Spring 2023. However, due to the extremely small response rate and the overall low quality of survey completion, the EPP determined that the existing data would not reflect the adequate representation of program completers for the year 2022-2023. The EPP will reach out again to the same target group of program completers and will attempt to collect data using the **Beginning Teacher Survey (BTS)** survey.

Outcome Measure 4: Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)

Completers Hired in License Areas 2022-2023 N=17	
Licensure Area	Number of Completers Hired
Early Education PreK-K	2
Elementary Education K-6	3
English 5-Adult	1
General Science 5-9	1
Multi-Categorical Special Education K—6	3
Music PreK-Adult	3
Physical Education/Health Education PreK-Adult	2
Substitute	1
Unknown	1