

## 2018-19 Impact and Outcome Measures

Glennville State College Education program is accredited by the Council for the Accreditation of Educator Preparation (CAEP), formerly National Council for 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 GSC's undergraduate educator program has demonstrated that it meets standards set by organizations representing the academic community, professionals, and other stakeholders.

Glennville State College has begun to collect data on completers for outcome measures 1 and 2. Data should be available for the 2019-20 Academic year.

### Annual Reporting Measures (CAEP Component 5.4)

#### Impact Measures (CAEP Standard 4)

1. Impact on P-12 learning and development  
(Component 4.1)

2. Indicators of teaching effectiveness  
(Component 4.2)

3. Satisfaction of employers and employment milestones  
(Component 4.3)

4. Satisfaction of completers  
(Component 4.4)

#### Outcome Measures

5. Graduation Rates (initial & advanced levels)

6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)

7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)

8. Student loan default rates and other consumer information (initial & advanced levels)

### Impact Measures

**1. Impact on P-12 learning and development** (Component 4.1) Measure data for completers will be included with the next annual report.

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 is evaluated by college-based faculty. A four-point rating scale on each rubric reflects the same descriptors as a beginning teacher would see 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 are required to remediate and/or re-do the TPA.

The TPA includes seven performance tasks:

- 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 Collection**

**Fall 2018**

**13 Interns**

	Task 6 Element: Clarity and Representation of Evidence	Task 6 Element: Interpretation of Data	Task 6 Element: Evidence of Impact
Intern 1	3	3	3
Intern 2	2	2	2
Intern 3	2	2	2
Intern 4	3	2	2
Intern 5	2	3	2
Intern 6	2	2	2
Intern 7	2	2	2
Intern 8	2	2	2
Intern 9	4	2	3

Intern 10	2	2	2
Intern 11	4	4	4
Intern 12	3	2	2
Intern 13	2	3	2

**WVTPA Assessment Collection**

**Spring 2019**

**15 Interns**

	Task 6 Element: Clarity and Representation of Evidence	Task 6 Element: Interpretation of Data	Task 6 Element: Evidence of Impact
Intern 1	2	2	2
Intern 2	3	3	3
Intern 3	4	4	4
Intern 4	3	3	2
Intern 5	2	2	2
Intern 6	2	2	2
Intern 7	4	3	3
Intern 8	3	3	3
Intern 9	3	3	3
Intern 10	4	4	4
Intern 11	3	3	3
Intern 12	2	2	2
Intern 13	4	3	3
Intern 14	2	3	2
Intern 15	4	3	3

**Average Scores**

**WVTPA**

**AY 2018-2019**

**28 Total Interns**

<b>Task 6</b> Clarity and Representation of Evidence	2.79
Interpretation of Data	2.64
Evidence of Impact	2.54

## **Task 6 Element Average**

**2.65**

Based on the data collected, completers scored as follows: For Task 6 Element: Clarity and Representation of Evidence, completers scored an average of 2.79 (2.85 2017-18) above the Emerging scale.

For Task 6 Element: Interpretation of Data, completers scores an average of 2.64 (2.77 2017-18), above the Emerging scale.

For Task 6 Element: Evidence of Impact, completers scores an average of 2.54 (2.26 2017-18), above the Emerging scale.

Overall, completers scored at 2.65 (2.73 2017-18), above the Emerging scale.

**2. Indicators of teaching effectiveness** (Component 4.2) Measure data for completers will be included with the next annual report.

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 is evaluated by college-based faculty. A four-point rating scale on each rubric reflects the same descriptors as a beginning teacher would see 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 are required to remediate and/or re-do the TPA.

The TPA includes seven performance tasks.

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 Tasks 2, 3, 4, and 5 demonstrate evidence for CAEP 4.2.

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.

The data provided focuses on TPA Task 2: Standards and Goals 2.54 (2.72 2017-18)

Task 3: Assessment Plan 2.58 (2.62 2017-18)

Task 4: Design for Instruction 2.65 (2.67 2017-18)

Task 5: Implementation and Reflection on Daily Instruction 2.63 (2.55 2017-18).

## WVTPA

### Assessment Collection

#### Fall 2018

#### 13 Interns

Task Elements	Inte rn 1	Inte rn 2	Inte rn 3	Inte rn 4	Inte rn 5	Inte rn 6	Inte rn 7	Inte rn 8	Inte rn 9	Inte rn 10	Inte rn 11	Inte rn 12	Inte rn 13
Alignment of Standards & Learning Goals	3	3	2	3	4	2	3	2	3	3	4	3	3
<b>Task 2</b> Learning Goals	4	2	2	2	3	2	2	2	3	2	4	2	2
Anticipated Student Challenges	3	2	2	2	2	2	2	2	2	2	4	2	2
<b>Task 3</b> Alignment with Learning Goals	3	2	2	2	3	3	2	2	3	2	4	2	2
Assessment Criteria/Tech	3	2	2	2	2	2	2	2	2	2	4	2	2

	nical													
	Soundness													
	Balance of Assessments	2	2	2	2	2	2	2	3	3	2	4	2	2
	Factors in Planning	2	2	2	2	3	2	2	2	4	2	4	2	2
	Consultation	2	3	2	3	2	2	3	4	3	3	4	3	3
	Instructional Strategies	3	2	2	2	3	2	2	3	3	2	4	2	2
<b>Task 4</b>	Rationale for Instructional Strategies	3	2	2	2	2	2	2	4	2	2	4	2	2
	Learning Resources (including technology)	2	2	2	2	2	3	2	2	2	2	4	2	2
	Differentiated instruction	2	2	2	2	2	2	2	2	2	2	4	2	2
	Classroom Set-up and Organization	3	2	2	3	2	2	2	4	2	3	3	2	2
<b>Task 5</b>	Classroom and Behavior Management	3	2	2	2	2	2	2	3	2	2	4	2	2
	Flexibility	3	2	2	2	2	2	2	4	2	2	4	2	2
	Questioning Strategies	3	2	2	2	2	2	2	3	4	3	4	2	2
	Student Engagement	3	2	2	2	3	2	2	3	2	2	4	2	2

## WVTPA

### Assessment Collection

#### Spring 2019

#### 15 Interns

Task	Task Elements	Inte rn 1	Inte rn 2	Inte rn 3	Inte rn 4	Inte rn 5	Inte rn 6	Inte rn 7	Inte rn 8	Inte rn 9	Inte rn 10	Inte rn 11	Inte rn 12	Inte rn 13	Inte rn 14	Inte rn 15
<b>Task 2</b>	Alignment of Standards &	3	4	4	3	2	2	4	3	3	4	3	2	3	3	3

	Learning Goals															
	Learning Goals	2	3	4	2	2	3	3	2	2	3	3	2	3	2	3
	Anticipated Student Challenges	2	3	4	2	2	2	3	3	2	4	3	2	3	3	3
	Alignment with Learning Goals	2	3	4	2	2	2	3	3	2	4	3	2	3	2	3
<b>Task 3</b>	Assessment Criteria/Technical Soundness	2	4	4	3	2	2	3	3	2	4	3	2	3	2	4
	Balance of Assessments	3	3	4	2	2	3	3	3	3	4	3	2	3	2	3
	Factors in Planning	2	3	4	3	2	3	4	3	2	3	3	2	3	3	3
	Consultation	3	2	4	4	3	2	3	3	4	4	2	3	3	4	3
	Instructional Strategies	2	3	3	2	2	3	4	3	3	4	3	2	3	2	3
<b>Task 4</b>	Rationale for Instructional Strategies	2	3	4	2	2	3	3	3	2	3	3	2	3	2	3
	Learning Resources (including technology)	2	3	3	3	2	3	3	3	3	4	3	2	3	3	3
	Differentiated instruction	2	3	4	2	2	2	3	3	2	4	3	3	3	3	3
<b>Task 5</b>	Classroom Set-up and Organization	2	3	3	3	2	3	3	3	3	4	3	2	3	2	3
	Classroom and Behavior	2	3	4	2	3	3	3	3	2	4	3	2	3	2	3

Management															
Flexibility	2	3	4	2	2	3	3	3	2	4	3	2	3	2	3
Questioning Strategies	3	3	3	3	3	3	3	3	2	4	3	2	3	3	3
Student Engagement	2	3	4	2	2	3	3	3	2	4	3	3	3	2	3

**Average Scores**

**WVTPA**

**AY 2018-2019**

**28 Total Interns**

<b>Task 2</b> Alignment of Standards & Learning Goals	3.00
Learning Goals	2.54
Anticipated Student Challenges	2.50
<b>Task 2 Element Average</b>	<b>2.68</b>
<b>Task 3</b> Alignment with Learning Goals	2.57
Assessment Criteria/Technical Soundness	2.57
Balance of Assessments	2.61
<b>Task 3 Element Average</b>	<b>2.58</b>
<b>Task 4</b> Factors in Planning	2.64
Consultation	3.00
Instructional Strategies	2.64
Rationale for Instructional Strategies	2.54
Learning Resources (including technology)	2.57
Differentiated instruction	2.50
<b>Task 4 Element Average</b>	<b>2.65</b>
<b>Task 5</b> Classroom Set-up and Organization	2.64
Classroom and Behavior Management	2.57
Flexibility	2.57
Questioning Strategies	2.75
Student Engagement	2.61



**Task 5 Average Element**

**2.63**

Average data for each Task and element show completers scoring above the Emerging level.

**3. Satisfaction of employers and employment milestones** (Component 4.3) Measure data for employer satisfaction will be included with the next annual report.

Data for Satisfaction of employers and employment will be provided through the North Dakota State University and the Network for Excellence in Teaching. NExT, founded in 2010, is a partnership of institutions of higher education (IHEs) and the Bush Foundation. NExT collaborated to develop a set of common surveys to support teacher preparation programs in measuring the effectiveness of their programs. NExT shared the instruments with other teacher preparation programs, inviting them to contribute their data to an aggregate data set that will be used in future instrument analyses to strengthen the instruments and ensure their validity and reliability across diverse respondent pools. The surveys include the following:

- 1.) Exit Survey—administered to teacher candidates near the completion of student teaching
- 2.) Transition to Teaching Survey (TTS)—administered to program completers in the spring following the academic year of graduation
- 3.) Supervisor Survey—administered in the spring following the academic year of graduation to employers of program completers who are teaching

**4. Satisfaction of completers** (Component 4.4)

The following data is compiled as a part of the Network for Excellence in Teaching (NExT) survey compiled during academic year 2017-18.

**2017-18 Teacher Education Program Satisfaction: Program Structure/Quality. How satisfied were you with the following aspects of your teacher preparation program?**

	Total Respondents #	Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied	
		#	%	#	%	#	%	#	%
<b>Advising on professional education program requirements.</b>	15	0	0	0	0	2	13.3	13	86.7
<b>Advising on content course requirements.</b>	15	0	0	0	0	2	13.3	13	86.7
<b>Quality of instruction in your teacher preparation courses.</b>	15	0	0	0	0	4	26.7	11	73.3

<b>Balance between theory and practice in your teacher preparation courses.</b>	15	0	0	1	6.7	4	26.7	10	66.7
<b>Integration of technology throughout your teacher preparation program.</b>	15	0	0	0	0	5	33.3	10	66.7
<b>Coherence between your coursework and field experiences prior to student teaching.</b>	15	0	0	0	0	7	46.7	8	53.3
<b>Quality of field experiences prior to student teaching.</b>	15	0	0	0	0	4	26.7	11	73.3
<b>Your student teaching placement site.</b>	15	0	0	0	0	4	26.7	11	73.3

Would you recommend your teacher education program to other prospective teachers?

	N=15	
	#	Percent
Definitely yes	14	93.3
Probably yes	1	6.7
Probably no	0	0
Definitely no	0	0

The following data is compiled as a part of the Network for Excellence in Teaching (NExT) survey compiled during academic year **2018-19**.

**Teacher Education Program Satisfaction: Program Structure/Quality. How satisfied were you with the following aspects of your teacher preparation program?**

	<b>Total Respondents</b>	<b>Very Dissatisfied</b>		<b>Dissatisfied</b>		<b>Satisfied</b>		<b>Very Satisfied</b>	
	<b>n</b>	<b>#</b>	<b>Percent</b>	<b>#</b>	<b>Percent</b>	<b>#</b>	<b>Percent</b>	<b>#</b>	<b>Percent</b>
<b>Advising on professional education program requirements</b>	13	0	0.00	0	0.00	7	53.85	6	46.15
<b>Advising on content course requirements</b>	13	0	0.00	1	7.69	7	53.85	5	38.46

<b>Quality of instruction in your teacher preparation courses</b>	12	0	0.00	0	0.00	6	50.00	6	50.00
<b>Balance between theory and practice in your teacher preparation courses</b>	12	0	0.00	0	0.00	7	58.33	5	41.67
<b>Integration of technology throughout your teacher preparation program</b>	13	0	0.00	1	7.69	8	61.54	4	30.77
<b>Coherence between your coursework and field experiences prior to student teaching</b>	13	0	0.00	0	0.00	8	61.54	5	38.46
<b>Quality of field experiences prior to student teaching</b>	13	0	0.00	0	0.00	8	61.54	5	38.46
<b>Your student teaching placement site.</b>	13	0	0.00	0	0.00	1	7.69	12	92.31

Would you recommend your teacher education program to other prospective teachers?

**n = 13**

	<b>#</b>	<b>Percent</b>
<b>Definitely yes</b>	13	100.00
<b>Probably yes</b>	0	0.00
<b>Probably no</b>	0	0.00
<b>Definitely no</b>	0	0.00

### **5. Graduation Rates (initial & advanced levels)**

#### **Outcome Measures**

The College Navigator will provide data including graduation rates for Glenville State College. Please click the image below to be directed to the College Navigator for Glenville State College.

Elementary K-6; Multi-Categorical Special Education K-6	100%	4
Music PreK-Adult	100%	3
Physical Education PreK-Adult/Health PreK-Adult	60%	3

Social Studies 5-Adult	60%	3
Elementary K-6; Math 5-9	100%	1
Elem Educ K-6; Social Studies 5-9	100%	1
English 5-Adult	100%	2
Elem K-6; Early Prek-K	100%	2

**6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)**

The Title II of the Higher Education Act provides information on pass rates of completers for the required licensure exams (Praxis). Please click the image provided through the website and access the West Virginia reports. The Link will take you to the assessment pass rates for GSC program completers.

**7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)**

**Fall 2018  
Interns  
(13 Completers)**

	<b>MAJOR</b>	<b>PLACE OF EMPLOYMENT</b>
1.	Music Education (PreK-Adult)	Clay County High School
2.	Elementary (K-6), Early (PreK-K)	Harrisville Elementary – 3 <sup>rd</sup> grade
3.	Elementary (K-6), Multi-Categorical Sped (K-6)	Spencer Elementary School
4.	Elementary (K-6), Early Education (Pre-K-K)	Summersville Elementary School
5.	Elementary (K-6), Early (PreK-K), Multi-Categorical Sped (K-6)	Gilmer County Elementary
6.	Elementary (K-6), General Science (5-9)	Calhoun Middle School
7.	Elementary (K-6), Early (PreK-K)	Andrew's Heights Elementary (Kanawha County)
8.	Elementary (K-6), Multi-Categorical Sped (K-6)	Roane County High School
9.	Physical Education/Health (PreK-Adult)	Not teaching
10.	Physical Education/Health (PreK-Adult)	Peterson Central Elementary
11.	Social Studies (5-Adult)	Ritchie County Middle School
12.	Music Education (PreK-Adult)	No record (out of state working)
13.	English 5-Adult	No record (out of state working)

**Spring 2019 Interns**  
(15 completers)

	<b>MAJOR</b>	<b>PLACE OF EMPLOYMENT</b>
1.	Music PreK-Adult	Shady Spring Elementary (music <u>prek</u> ) (Raleigh County)
2.	Elem K-6; Early PreK-K; English 5-9	Leading Creek Elementary
3.	Music PreK-Adult	Gilmer County High School
4.	PE/Health PreK-Adult	Rosemont Elementary School (Berkeley)
5.	Math 5-Adult	Braxton County High School
6.	Social Studies 5-Adult; English 5-Adult	Summit Learning Center in Walpole, MA
7.	Elem K-6; Early PreK-K	New River Intermediate – 4 <sup>th</sup> grade (Fayette County)
8.	Elem K-6; Early PreK-K	She is subbing
9.	Music PreK-Adult	New River Intermediate (Fayette)
10.	Elem K-6; Multi-Cat Sped K-6; Math 5-9	Spencer Middle School
11.	Elem K-6; Early PreK-K	H. E. White Elementary -- Kindergarten
12.	Elem K-6; Social Studies 5-9	No report
13.	Social Studies 5-Adult	Gilmer County High School
14.	Music PreK-Adult	New River Intermediate (Fayette)
15.	Elem K-6; Early PreK-K	Flatwoods Elementary School

