2021-2022 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)	**Outcome Measures**
Measure 1 (initial). Completer effectiveness and Impact on P-12 learning and development (Component R4.1)	Measure 3 (Initial and/or Advanced). Candidate competency at program completion (Component R3.3, RA3.4)
Measure 2. (Initial and/or Advanced). Satisfaction of employers and stakeholders involvement (Components R4.2, R5.3, RA.4.1)	Measure 4 (Initial and/or Advanced). Ability of completers to be hired in education positions for which they have prepared.

Glenville State University joined the Common Indicator System network (CIS), as a part of the Deans for Impact consortium. CIS provides valid and reliable assessments for active students and completers and employees. Data is being collected each semester as students advance.

CAEP Accountability Measures

Impact Measures (CAEP Standard 4)

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

The EPP has 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 GSU that are now employed as classroom teachers. In 2021, the PPE 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. Below is the summary of BTE Alumni data.

The program completers (n=5) reflected on such areas of content and pedagogical knowledge as assessment, classroom management, content, diversity, instruction, lesson planning, professional development, and technology. Overall, the program completers felt highly prepared to apply knowledge of assessment strategies to align assessments with relevant standards (100%), create effective assignments for all students (60%), provide evidence of student academic growth (60%), and provide timely feedback to students regarding their academic progress (80%).

The program graduates also strongly agreed that the teacher education program enhanced their ability to create a productive classroom environment, including actively engaging students in the learning process (80%), establishing appropriate expectations for student behavior, and creating a safe classroom environment (both 100%), as well as apply effective classroom management skills (100%).

The majority of program completers felt that the teacher education program moderately (40%) to extremely (40%) enhanced their ability to exhibit mastery of relevant content related to theories of student development and student learning. Even though, the majority of program completers (80%) felt highly prepared to apply the theories of teaching methods, more than half of the respondents (60%) felt only moderately prepared to exhibit a mastery of relevant content related to their content field.

The majority of respondents felt that the teacher education program highly enhanced their ability to demonstrate effective classroom instruction, including engaging students in critical thinking (80%) and collaborative problem solving (60%), as well as making subject matter meaningful to all students (80%) fostering student development in relevant areas (80%) and being responsive to student questions (60%).

The program completers indicated that they felt highly prepared to develop effective lesson plans, including aligning to relevant content standards (80%), appropriate pace and structure (40%), encouraging multiple means of student communication (80%), and integrating activities and materials effectively (100%).

The majority of respondents (75%) felt that the teacher education program enhanced their ability to reflect the value of diversity in teaching, such as by customizing instruction for diverse learners, establishing equity in the classroom, and fostering an inclusive learning environment, as well as implementing strategies for providing equal access to knowledge and skills for all students and relating positively to diverse students.

Measure 2. Satisfaction of employers and stakeholder involvement

The EPP joined the Deans for Impact Common Indicator System (CIS) in the Fall of 2019 and started collecting data in Spring 2020. One of the assessments used to capture employers` satisfaction with program completers is **Employer Survey (ES)**. This survey is administered annually to all principals who hired teacher candidates. It comprises seven items where employers are asked to reflect on the quality of the EPP program graduates. The survey is administered to employers of recent graduates who themselves completed 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. Below is the summary of BTE data.

Data analysis shows that the surveyed employers (n=2) felt highly satisfied with the performance of the EPP education program graduates. All respondents (100%) were extremely satisfied with the analytical skills, critical thinking skills, and problem-solving skills of the program graduates. They were also highly satisfied with the professionalism, work ethic, and commitment to the job of their employees. The employers also indicated that they were pleased with the EPP education program graduates` application of knowledge of assessment strategies, creating a productive classroom environment, and demonstration of effective classroom instruction. The EPP program graduates demonstrated a high ability to develop effective lesson plans, integrate technology into their teaching experience, and exhibit mastery of relevant content. They also acknowledged the display of appropriate professional skills, build collaborative professional relationships, and reflect the value of diversity in teaching. Half of the respondents showed moderate satisfaction with the oral communication skills of the program completers; however, all of them were highly satisfied with their written communication skills.

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 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 joined the Deans for Impact Common Indicator System (CIS) in the Fall of 2019 and started collecting data in the Spring of 2020 using a variety of assessment instruments, including the **Teaching Beliefs and Mindsets Survey (TBMS)** and **Beginning Teacher Survey (BTS).** In 2021, the PPE 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 Beginning Teacher Survey but, instead, used the BTE platform for the year 2021-2022. Below is the summary of TBMS and BTE data.

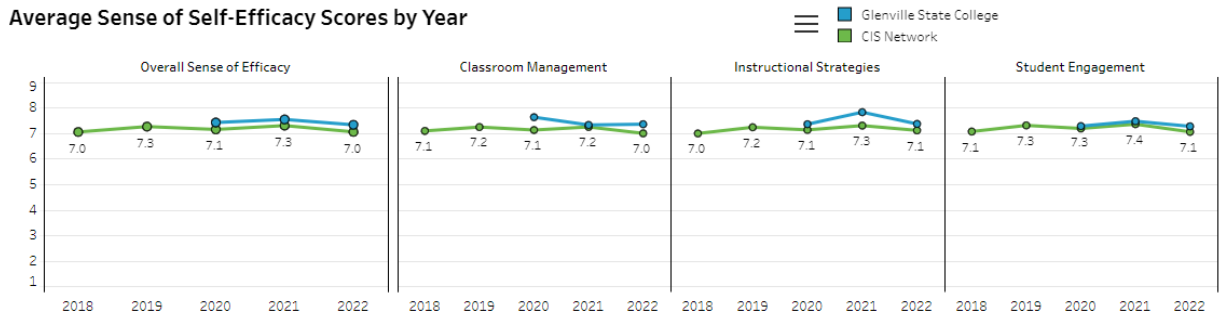
The Teaching Beliefs and Mindsets Survey (TBMS) currently comprises two major scales: (a) the Teachers` Sense of Efficacy Scale and (b) the Culturally Responsive Teaching Self-Efficacy Scale. The CIS network no longer collects data on the Short Grit Scale.

The survey reflects the perceptions of the teacher candidates during three points of their teacher preparation experience (a) at the start of their preparation program, (b) at the beginning of their student teaching experience, and (c) at the end of their student teaching experience. This allows for identifying the change in the beliefs of the teacher candidates about teaching practices as they progress through the program. Access to CIS network data not only allows the EPP to determine the perceptions of teacher candidates at the institution level across multiple years but also enables comparison of performance between GSU teacher candidates and their peers within the CIS network.

The analysis of 2022 TBMS data shows the overall high scores on each scale of the instrument (Figure 1). GSU teacher candidates also continue to score higher than their CIS network peers for the third year in a row on most survey items. Except for the Classroom Management Scale, where the average score (7.4/9) in 2022 has increased compared to 7.3/9 in 2021, there is a slight decrease in average scores across all other areas of the assessment. This trend is consistent with

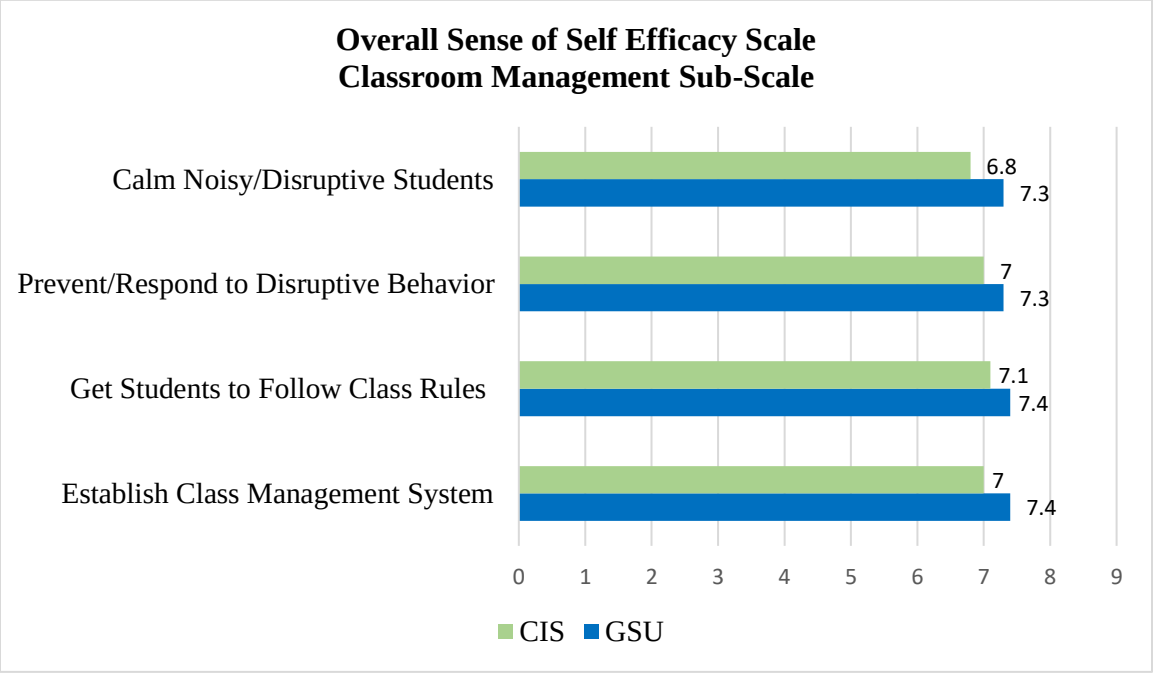
the scores of the CIS network peers in 2022, where the average scores for all scales (including the Classroom Management Scale) have dropped.

Figure 1



The TBMS data show that GSU candidates reported perceived high confidence in classroom management skills (Figure 2). They scored higher than their CIS peers for all Classroom Management Sub-Scale Items, including Get Students to Follow Class Rules (7.4/9 vs. 7/9, respectively), Establish Class Management System (7.4/9 vs. 7.1/9), Prevent/Respond to Disruptive Behavior (7.3/9 vs. 7), and Calm Noisy/Disruptive Students (7.3/9 vs. 6.8/9). Overall, compared to previous years, students report higher perceived confidence in classroom management skills.

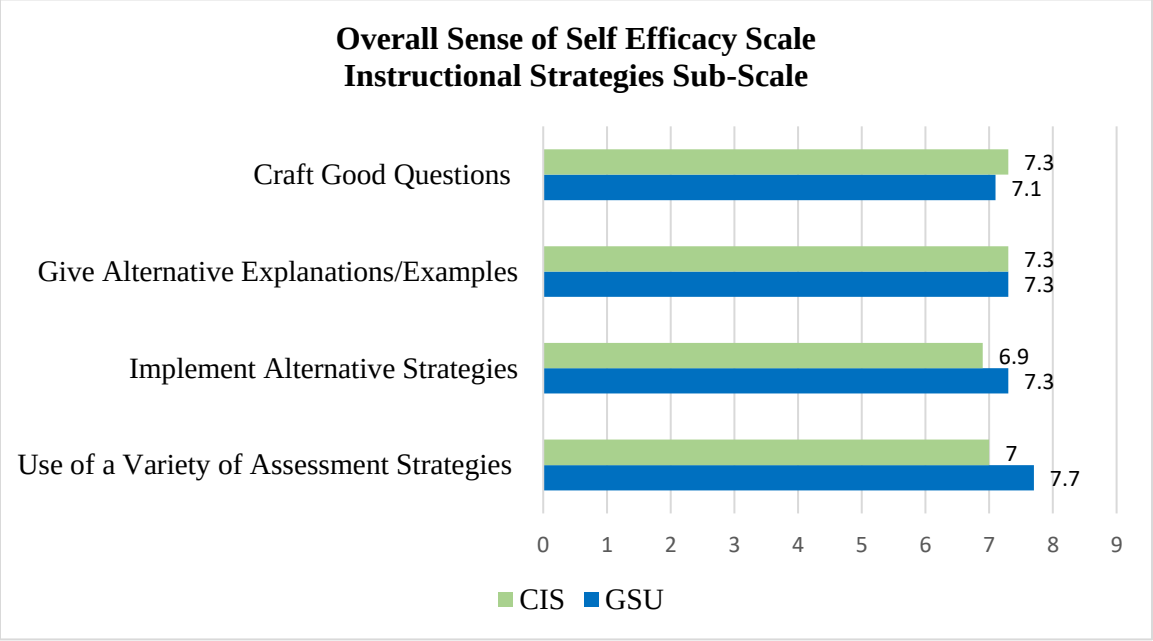
Figure 2



The TBMS data show that GSU candidates reported perceived high confidence in instructional strategy implementation skills (Figure 3). The TBMS data show that GSU candidates score higher than their CIS peers on two strategies subscale items, including Use of a Variety of Assessment Strategies (7.7/9 vs. 7/9, respectively) and Implement Alternative Strategies (7.3/9 vs. 6.9/9).

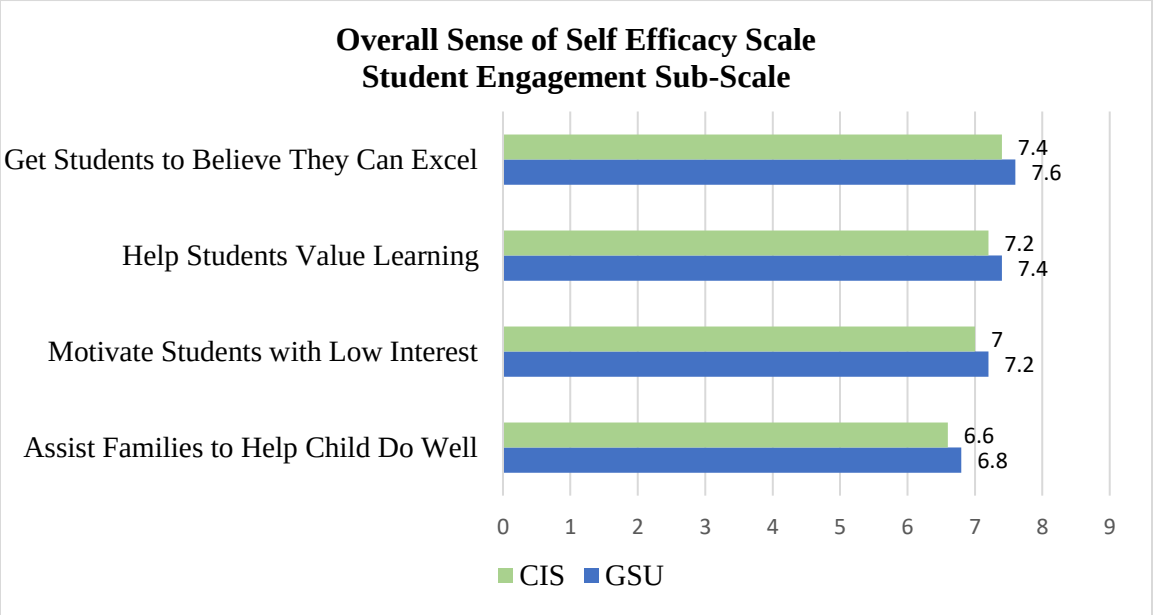
GSU teacher candidates scored at the same level as their CIS peers on the Instructional Strategy Implementation Sub-Scale item Give Alternative Explanations/Examples (7.3/9), and lower on the item Craft Good Questions (7.1/9 vs. 7.3/9).

Figure 3



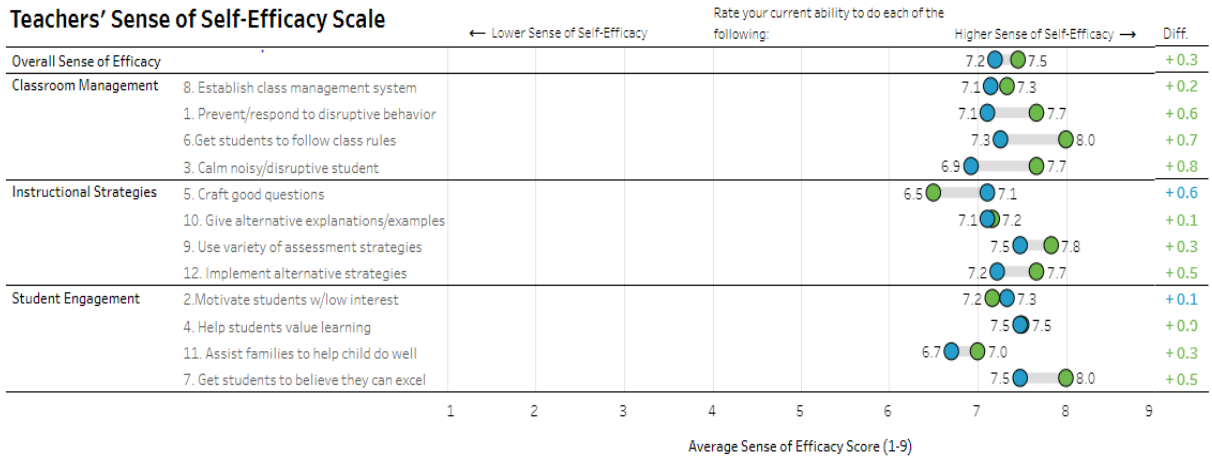
The TBMS data show that GSU candidates score higher than their CIS peers on all Student Engagement Sub-Scale items, with Get Students to Believe They Can Excel (7.6/9 vs. 7.4/9), Help Students Value Learning (7.4/9 vs. 7.2/9), and Motive Students with Low Interest (7.2/9 vs. 7/9) getting the highest reported scores. However, we can see that Assist Families to Help Child Do Well (6.8/9 vs. 6.6/9) received significantly lower ratings than other sub-scale items, suggesting the potential area for improvement.

Figure 4



Analysis across data collection points revealed the increased self-efficacy of GSU candidates for the majority of scale items at the end of their internship experience compared to the beginning of it (Figure 5). The largest increase can be seen for the following Classroom Management sub-scale items: Calm Noisy/Disruptive Students (6.6/9 vs. 7.7/9), Get Students to Follow Class Rules (7.3/9 vs. 8/9), and Prevent/Respond to Disruptive Behavior (7.1/9 vs. 7.7/9). However, the data also revealed a decrease in perceived ability to Craft Good Questions (6.5/9 vs. 7.1/9) on the Instructional Strategies sub-scale as well as a slight decrease in Motivating Students with Low Interest (7.2/9 vs. 7.3/9 on Student Engagement sub-scale).

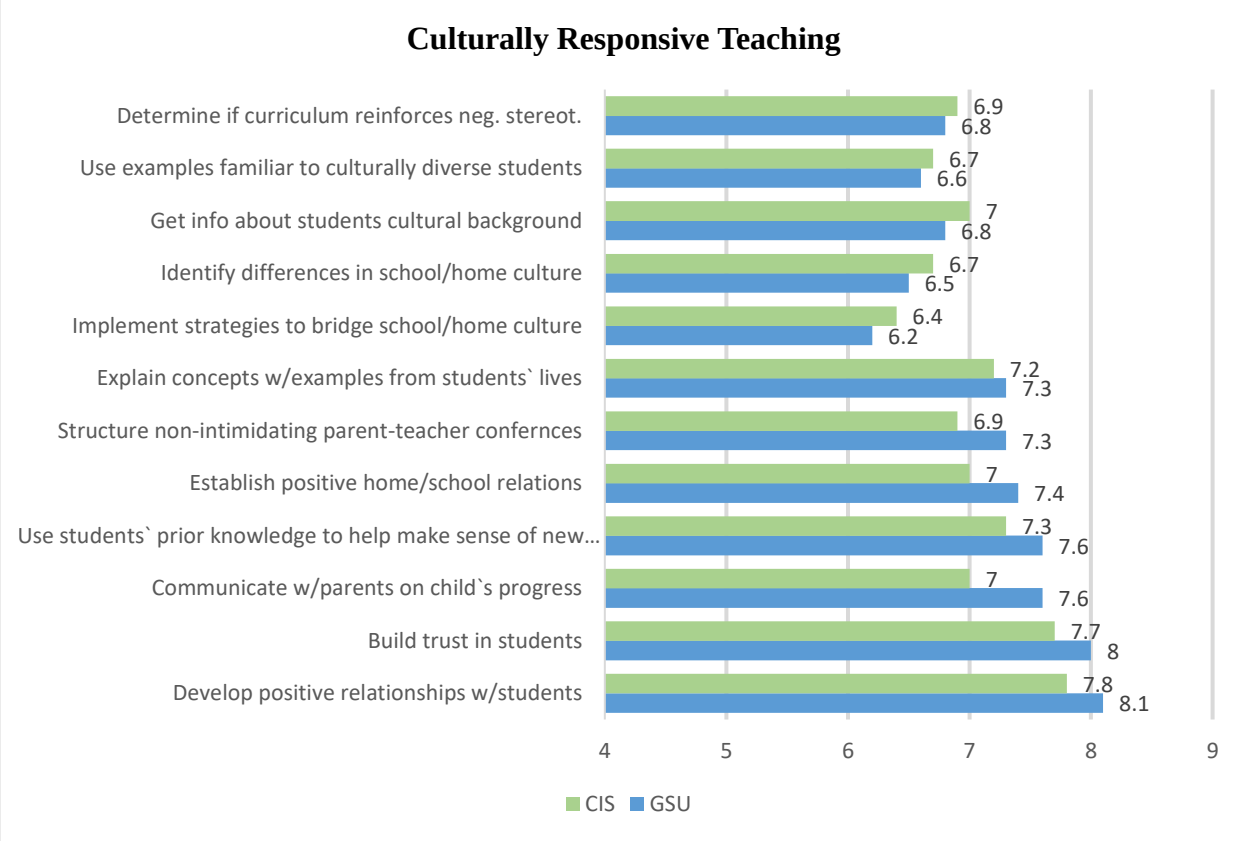
Figure 5



Culturally Responsive Teaching Self-Efficacy Scale

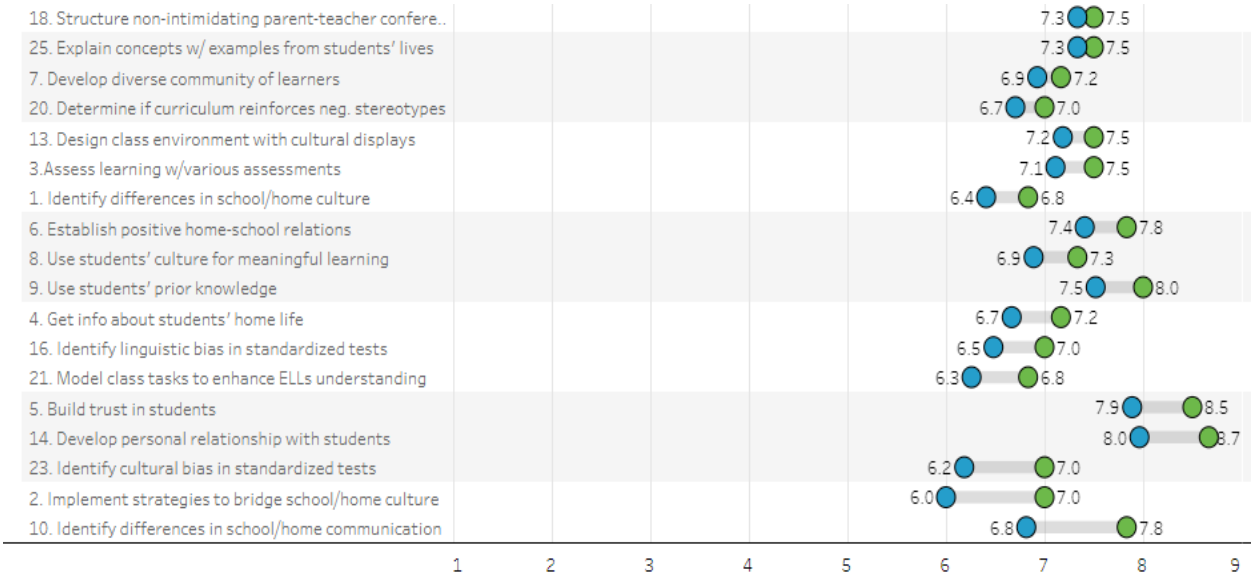
The highest ratings for the Culturally Responsive Teaching Self-Efficacy overall items were Develop Personal Relationships with Students (8.1/9) and Build Trust in Students (8/9). Both items were above the CIS network peer scores (Figure 6). However, areas for improvement can be seen in practices of working with culturally diverse students, which were also lower than CIS network peers. These items included Implementing Strategies to Bridge Home/School Culture (6.2/9 vs. 6.4/9), Identity Differences in School/Home Culture (6.5/9 vs. 6.7/9), and Use Examples Familiar to Culturally Diverse Students (6.6/9 vs. 6.7/9).

Figure 6



Analysis across data collection points revealed that GSU candidates` perceived culturally responsive teaching increased on all of the scale items at the end of their internship experience compared to the beginning of it (Figure 7). The largest increase can be seen in the Identify Differences in School/Home Communication (6.8/9 vs. 7.8/9), Implement Strategies to Bridge Home/School Culture (6/9 vs. 7/9), and Identify Cultural Bias in Standardized Tests (6.2/9 vs. 7.0).

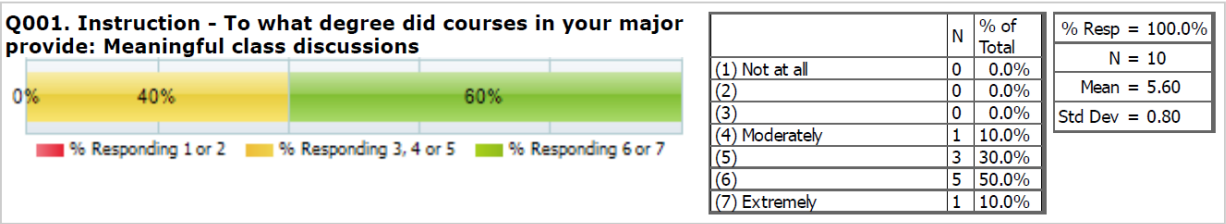
Figure 7



Benchworks Teacher Education (BTE) Exit Assessment instrument was designed to map to key accreditation standards, including CAEP**.** This exit assessment provides valuable information about the teacher education student experience and important outcomes from that experience. Results can be effectively utilized to focus attention on both strengths and areas in need of improvement. To comply with Component 4.1, data from BTE Instruction and Overall Satisfaction domains were collected and analyzed.

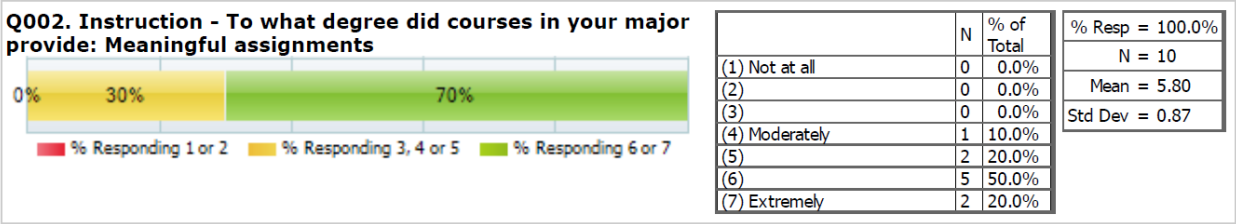
Instruction Domain: The candidates were asked two questions about their satisfaction with the relevance and effectiveness of their preparation by the program. Data revealed that the majority of respondents reported being highly satisfied with the instruction within the program related to both meaningful class discussions and meaningful assignments (60 and 70%, respectively).

Figure 8



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	1	10.0%
(5)	3	30.0%
(6)	5	50.0%
(7) Extremely	1	10.0%

% Resp = 100.0%
N = 10
Mean = 5.60
Std Dev = 0.80

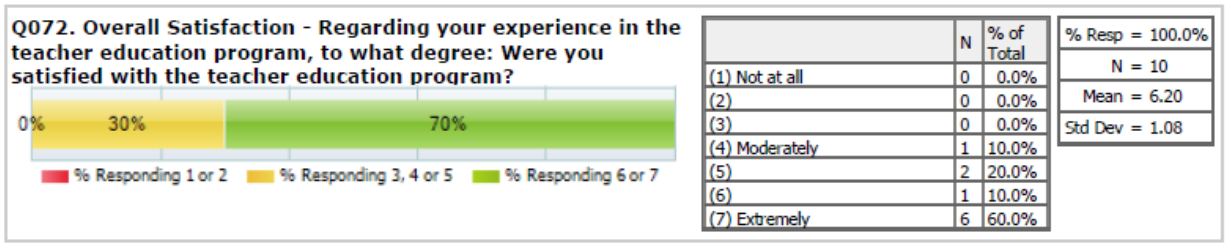


	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	1	10.0%
(5)	2	20.0%
(6)	5	50.0%
(7) Extremely	2	20.0%

% Resp = 100.0%
N = 10
Mean = 5.80
Std Dev = 0.87

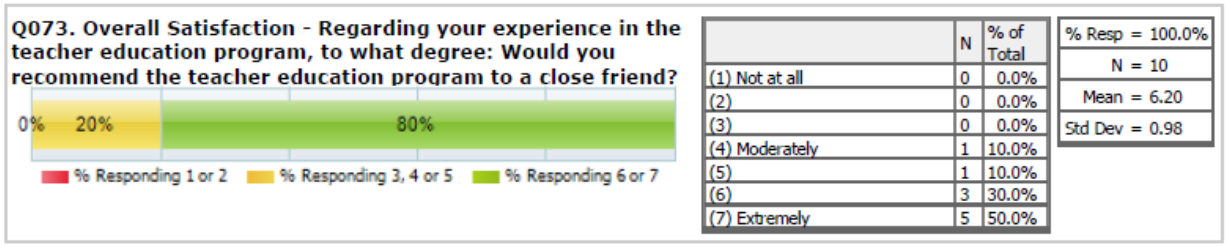
<u>Overall Satisfaction Domain</u>: Similarly, the candidates expressed overall high satisfaction with the teacher preparation program (70%). As Figure 9 suggests, the majority of respondents indicated that the program provided a positive academic experience and that they would recommend the teacher education program to a close friend (both 80%).

Figure 9



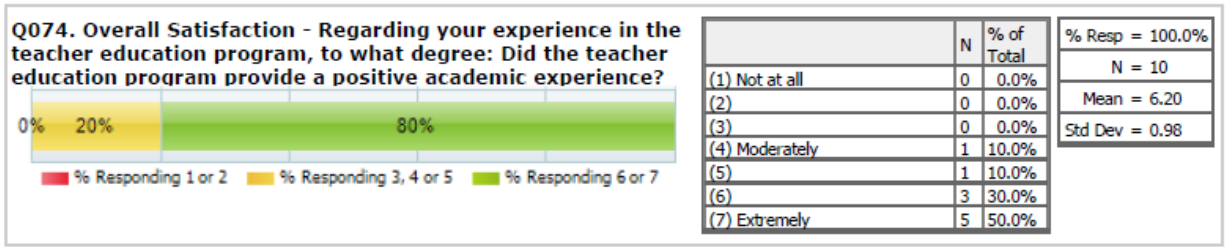
	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	1	10.0%
(5)	2	20.0%
(6)	1	10.0%
(7) Extremely	6	60.0%

% Resp = 100.0%
N = 10
Mean = 6.20
Std Dev = 1.08



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	1	10.0%
(5)	1	10.0%
(6)	3	30.0%
(7) Extremely	5	50.0%

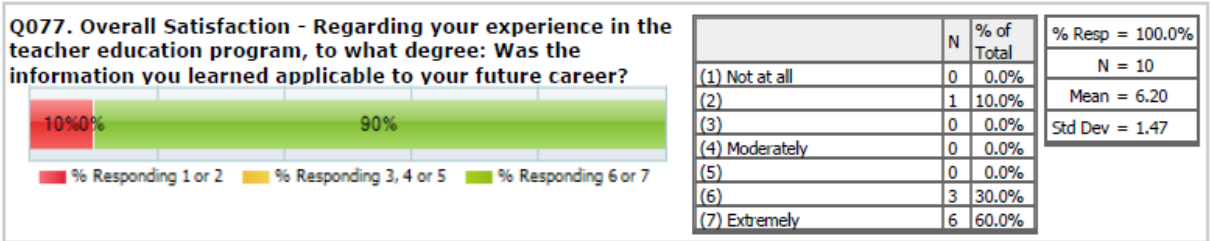
% Resp = 100.0%
N = 10
Mean = 6.20
Std Dev = 0.98



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	1	10.0%
(5)	1	10.0%
(6)	3	30.0%
(7) Extremely	5	50.0%

% Resp = 100.0%
N = 10
Mean = 6.20
Std Dev = 0.98

The candidates also felt that the information they learned in the program was applicable to their future careers (90%). Figure 10.



	N	% of Total
(1) Not at all	0	0.0%
(2)	1	10.0%
(3)	0	0.0%
(4) Moderately	0	0.0%
(5)	0	0.0%
(6)	3	30.0%
(7) Extremely	6	60.0%

% Resp = 100.0%
N = 10
Mean = 6.20
Std Dev = 1.47

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 2021-2022 N=17	
Licensure Area	**Number of Completers Hired**
Early Education PreK-K	1
Elementary Education K-6	2
English 5-Adult	1
General Science 5-Adult	1
Multi-Categorical Special Education K—6	4
Music PreK-Adult	3
Social Studies 5-Adult	1
Substitute	3
Unknown	1