

## 2023-2024 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 of 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.

### CAEP Accountability Measures

#### Impact Measures

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 stakeholder 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.

In addition to the **Impact on P-12 Learning and Development** (which includes the Teaching Beliefs and Mindsets Survey) 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.

Data analysis shows that the surveyed employers (n=3) in 2023-2024 felt that the EPP graduates are moderately (66%) to mostly ready (33%) to meet the needs of students in their respective schools. The respondents reported tracking the degree to which teachers contribute to an expected level of student learning/growth by using the standardized test scores on state-mandated high-stakes assessments (100%), teacher-developed goals (66%), student progress on end of course exams (33%), and student progress on school and/or district benchmark assessments (33%).

When asked to reflect on the new hires in relation to other teachers in their school, all surveyed administrators rated the EPP graduates' performance as typical in the areas of implementing well-structured lessons, making adjustments to practice based on assessment data, meeting the diverse needs of learners within the classroom including English Language Learners and students with special needs, 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.

## **Measure 2. Satisfaction of employers and stakeholder involvement**

### **Employer Survey (ES) – CIS**

#### **Fall 2023 – Spring 2024**

Data analysis shows that the surveyed employers (n=3) felt that the EPP graduates are moderately (66%) to mostly ready (33%) to meet the needs of students in their respective schools. The respondents reported tracking the degree to which teachers contribute to an expected level of student learning/growth by using the standardized test scores on state-mandated high-stakes assessments (100%), teacher-developed goals (66%), student progress on end of course exams (33%), and student progress on school and/or district benchmark assessments (33%).

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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 student teaching/residency. 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](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

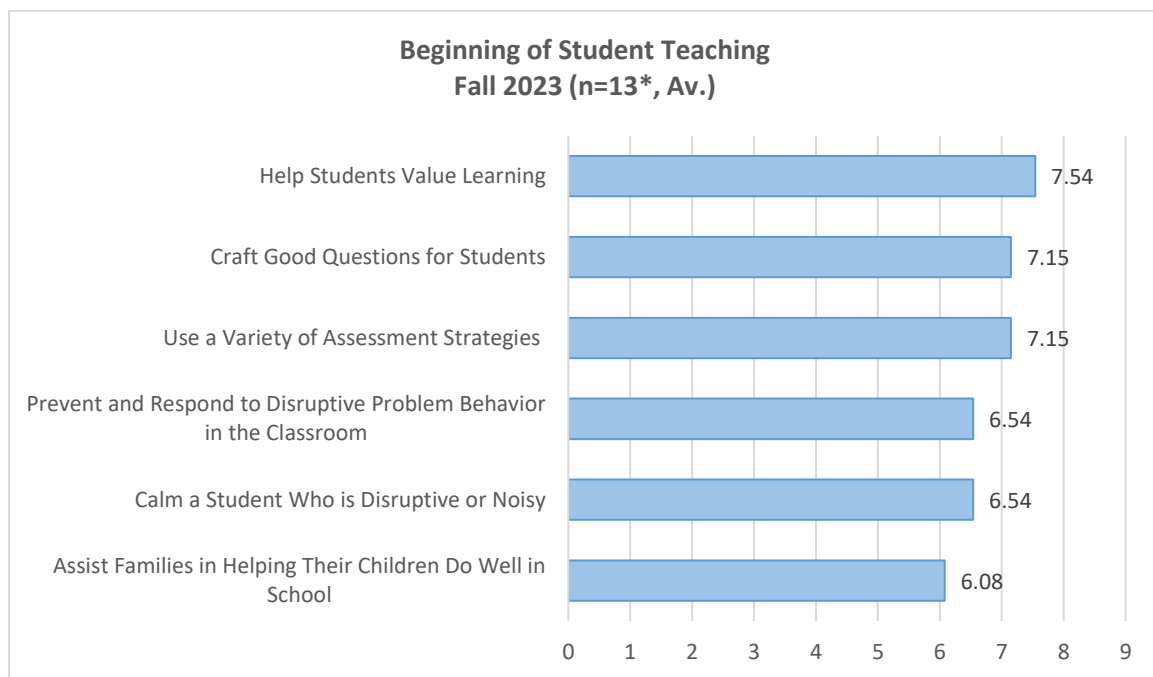
### The Teaching Beliefs and Mindsets Survey (TBMS) - CIS

#### Fall 2023 Data Analysis

**The Teaching Beliefs and Mindsets Survey (TBMS)** currently comprises two major scales: (a) Teachers' Sense of Efficacy Scale and (b) Culturally Responsive Teaching Self-Efficacy Scale.

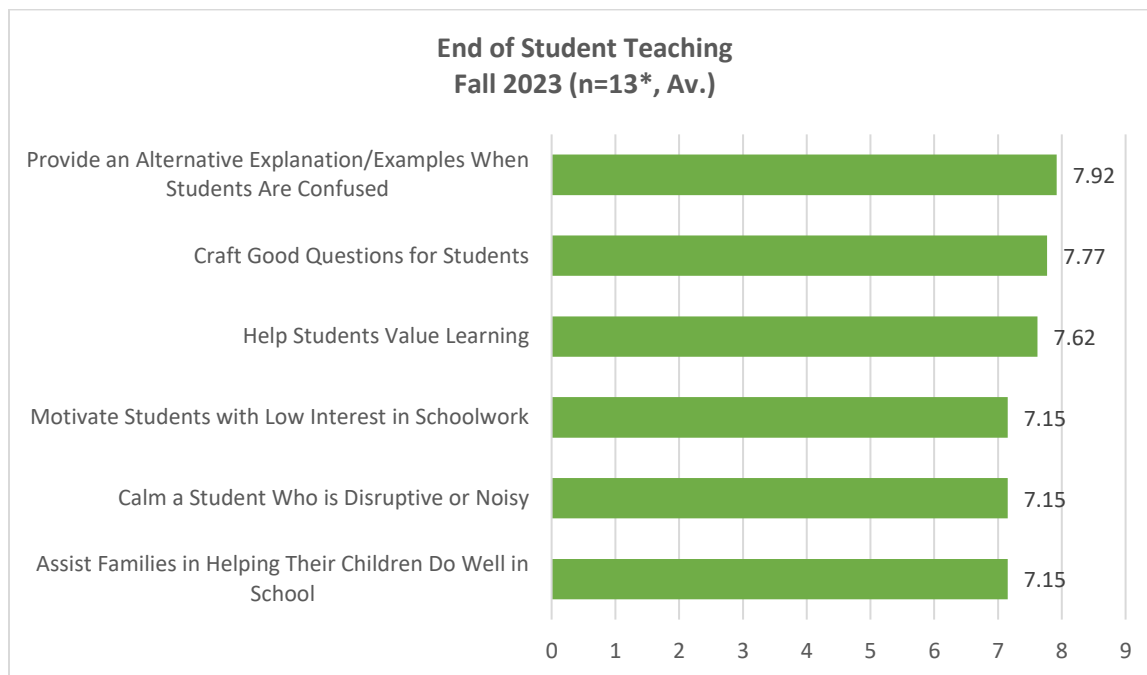
The survey reflects the perceptions of the teacher candidates during three points of their teacher preparation experience (a) perceptions of the teacher at the start of their preparation program, (b) at the beginning of their student teaching experience, and (c) at the end of their student teaching experience.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

#### Self-Efficacy Scale (12 Items)



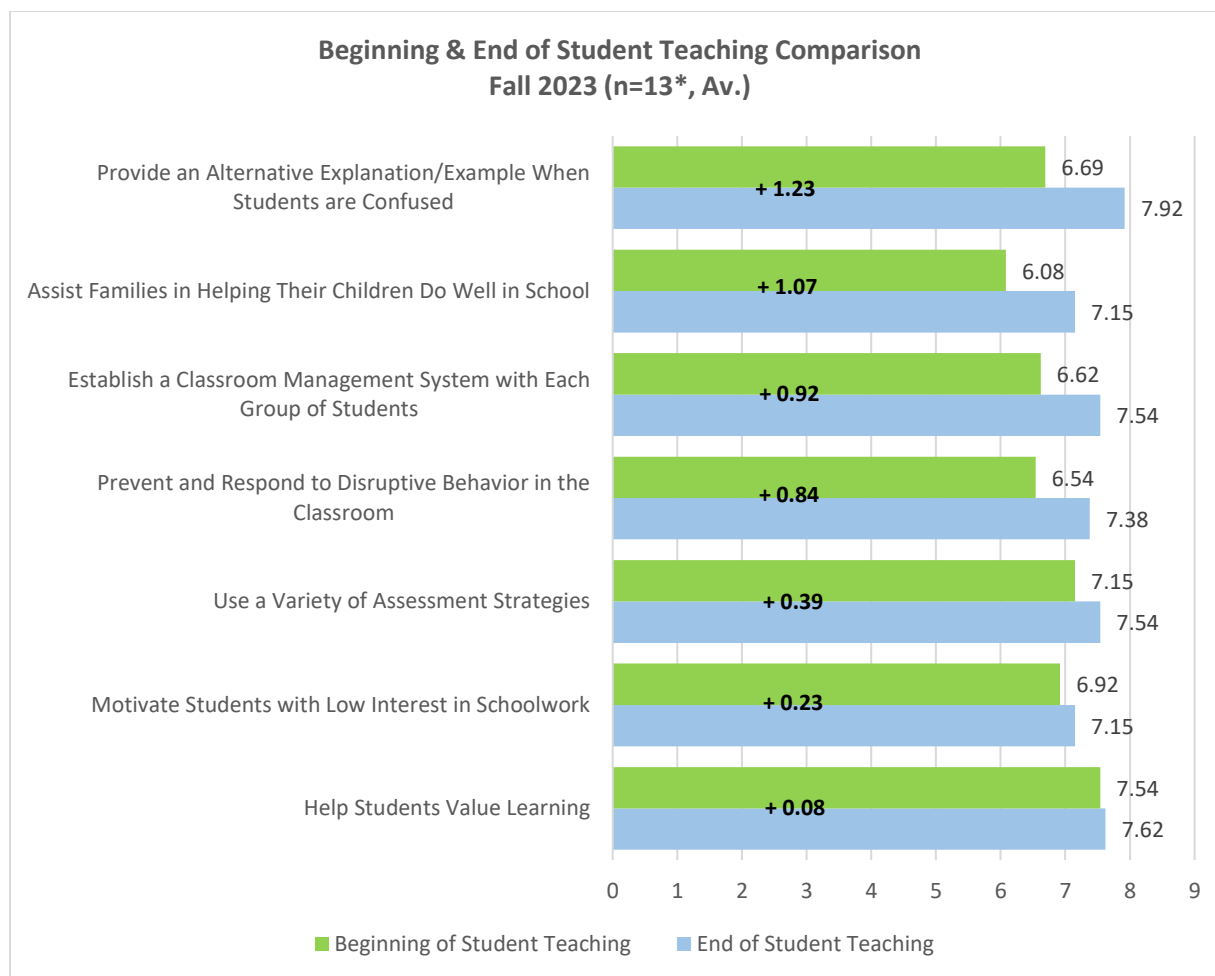
\*Sample includes one MAT candidate

Fall 2023 beginning of student teaching data analysis revealed that GSU candidates' perceived self-efficacy ranged between 6.08 and 7.54 average points on a 9-item Likert scale. The candidates felt the strongest about their ability to help students value learning (7.54/9), craft good questions for students (7.15/9), and use a variety of assessment strategies (7.15/9). Among the Self-Efficacy Scale items that the candidates felt least comfortable with were preventing and responding to disruptive problem behavior in the classroom (6.54/9), calming a student who is disruptive or noisy (6.54/9), and assisting families in helping children do well in school (6.08/9). Therefore, data suggest that the candidates felt more confident with the instructional and assessment aspects at the beginning of student teaching compared to problem behavior management and family engagement.



\*Sample includes one MAT candidate

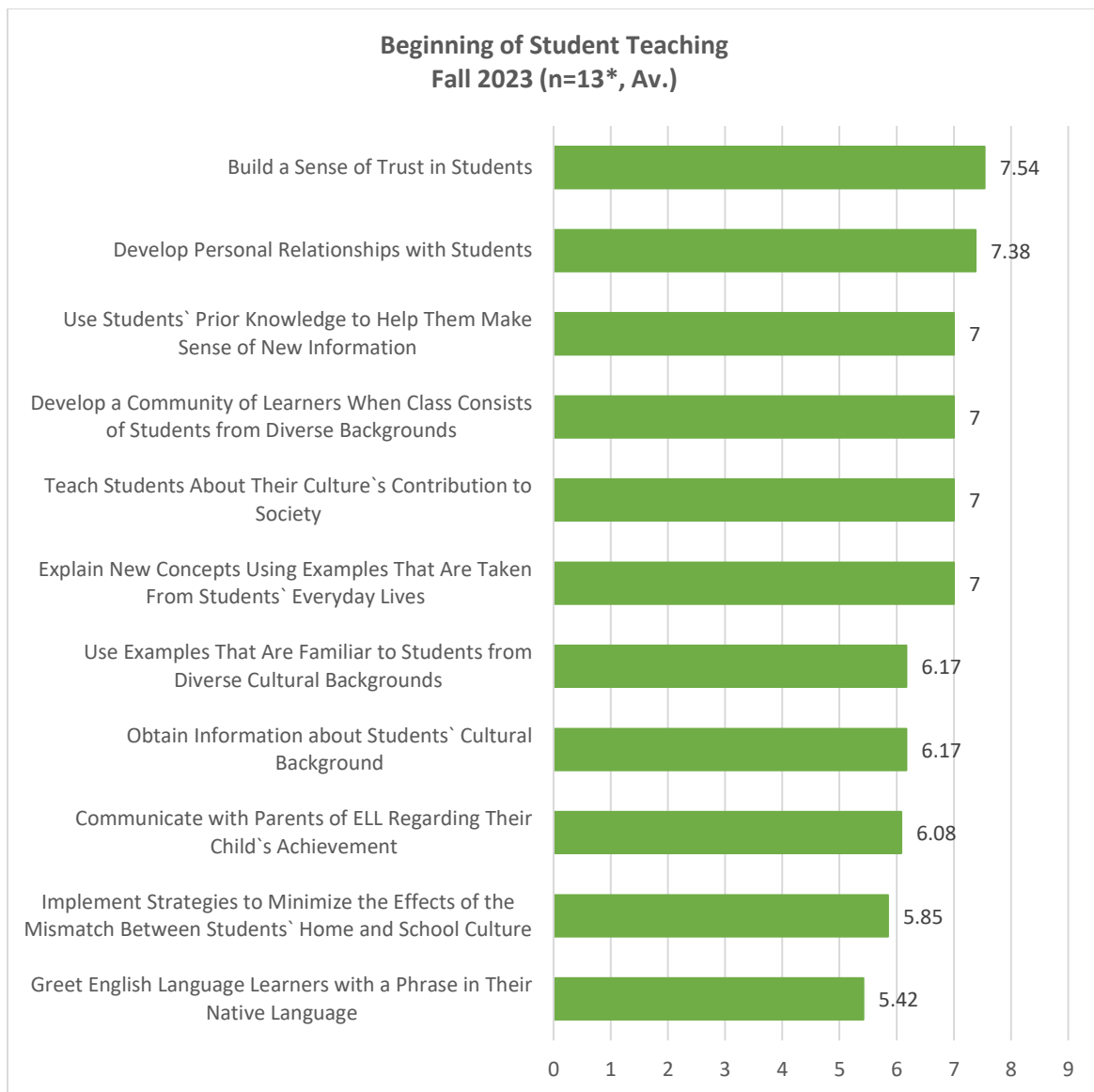
Fall 2023 end of student teaching data analysis revealed overall higher average Self-Efficacy Scale scores compared to the beginning of student teaching, ranging from 7.15 to 7.92 average points on a 9-point Likert scale. The candidates felt the strongest about their ability to provide an alternative explanation/example when students are confused (7.92/9), crafting good questions for the students (7.77/9), and helping their students to value learning (7.62/9). However, they felt least comfortable motivating students who show little interest in schoolwork (7.15/9), calming a student who is disruptive or noisy (7.15/9), and assisting families in helping their children do well in school (7.15/9). Similar to the beginning of student teaching, the data suggest that the candidates felt more confident with their abilities related to academics rather than managing problem behavior and collaborating with families.



\*Sample includes one MAT candidate

Analysis across two data collection points for Fall 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 1.23-point increase in average can be seen for providing an alternative explanation/example when students are confused (6.69/9 vs. 7.92/9), assisting families in helping their children do well in school (6.08/9 vs. 7.15/9), establishing a classroom management system with each group of students (6.62/9 vs. 7.54/9), as well as preventing and responding to disruptive behavior in the classroom (6.54/9 vs. 7.38/9). The lowest 0.08-point increase in average was reported in helping students value learning (7.54/9 vs. 7.62/9), followed by motivating students with low interest in schoolwork (6.92/9 vs. 7.15/9) and using a variety of assessment strategies (7.15/9 vs. 7.54/9). Therefore, data suggest an overall increase in perceived self-efficacy in academic, family engagement, and behavior management domains.

### Culturally Responsive Teaching Scale (26 Items)

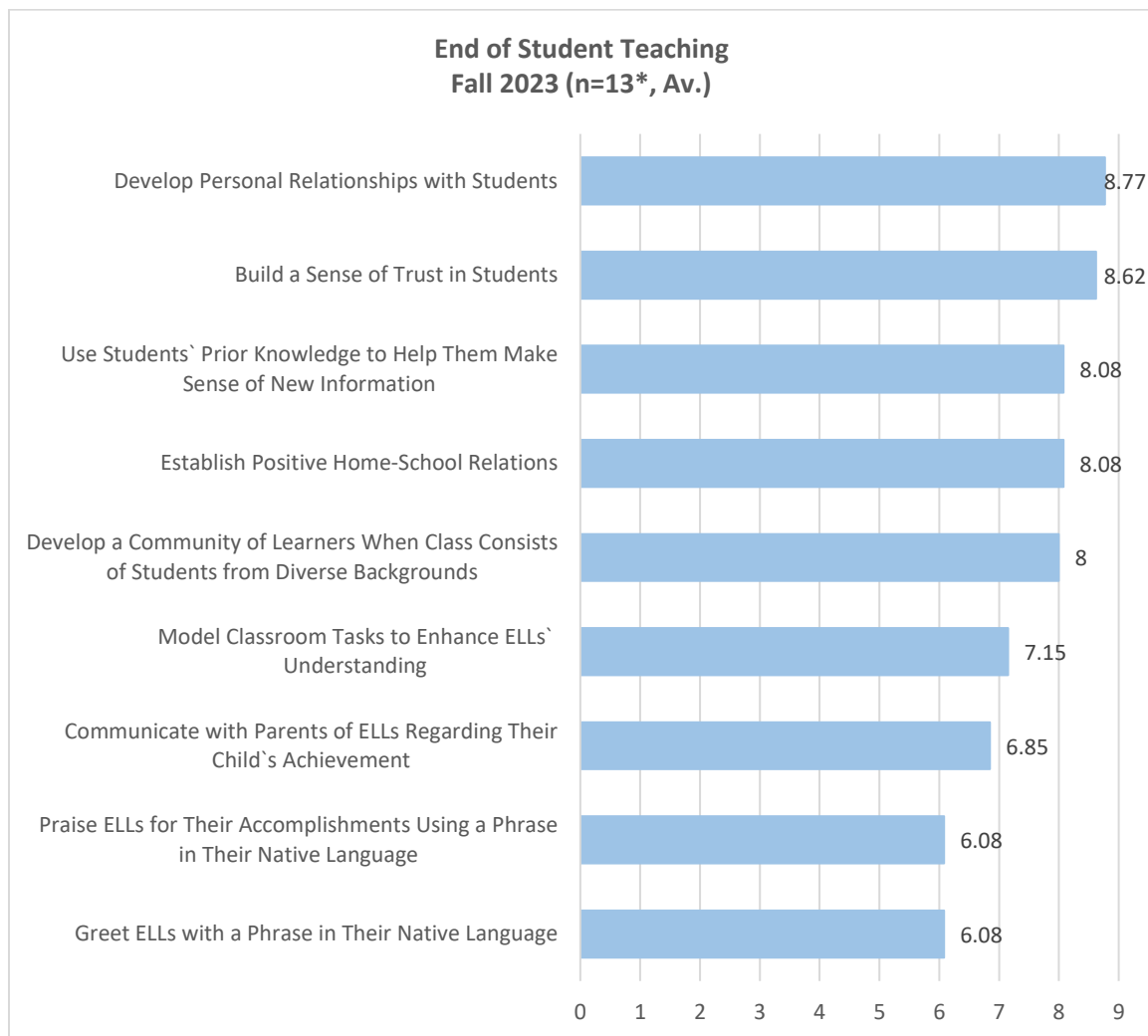


\*Sample includes one MAT candidate

Fall 2023 beginning of student teaching data analysis revealed that GSU candidates' perceived confidence in culturally responsive teaching ranged between 5.42 and 7.54 average points on a 9-item Likert scale. The candidates felt the strongest about their ability to build a sense of trust in students (7.54/9) and develop personal relationships with students (7.38/9). They also felt strongly about using students' prior knowledge to help them make sense of new information, developing a community of learners when the class consists of students from diverse backgrounds, teaching students about their culture's contribution to society, as well as explaining new concepts using examples that are taken from students' everyday lives (all 7/9).

However, the candidates felt least confident in their ability to greet ELLs with a phrase in their native language (5.42/9) and implement strategies to minimize the mismatch between students'

home and school culture (5.85/9). They also felt less confident in communicating with parents of ELLs regarding their child's achievement (6.08/9) as well as obtaining information about students' cultural background and using examples that are familiar to diverse students (both 6.17/9). Therefore, data suggest that the candidates felt most confident in building relationships and trust with their students but were less satisfied with their ability to address the needs of students and families from diverse backgrounds.

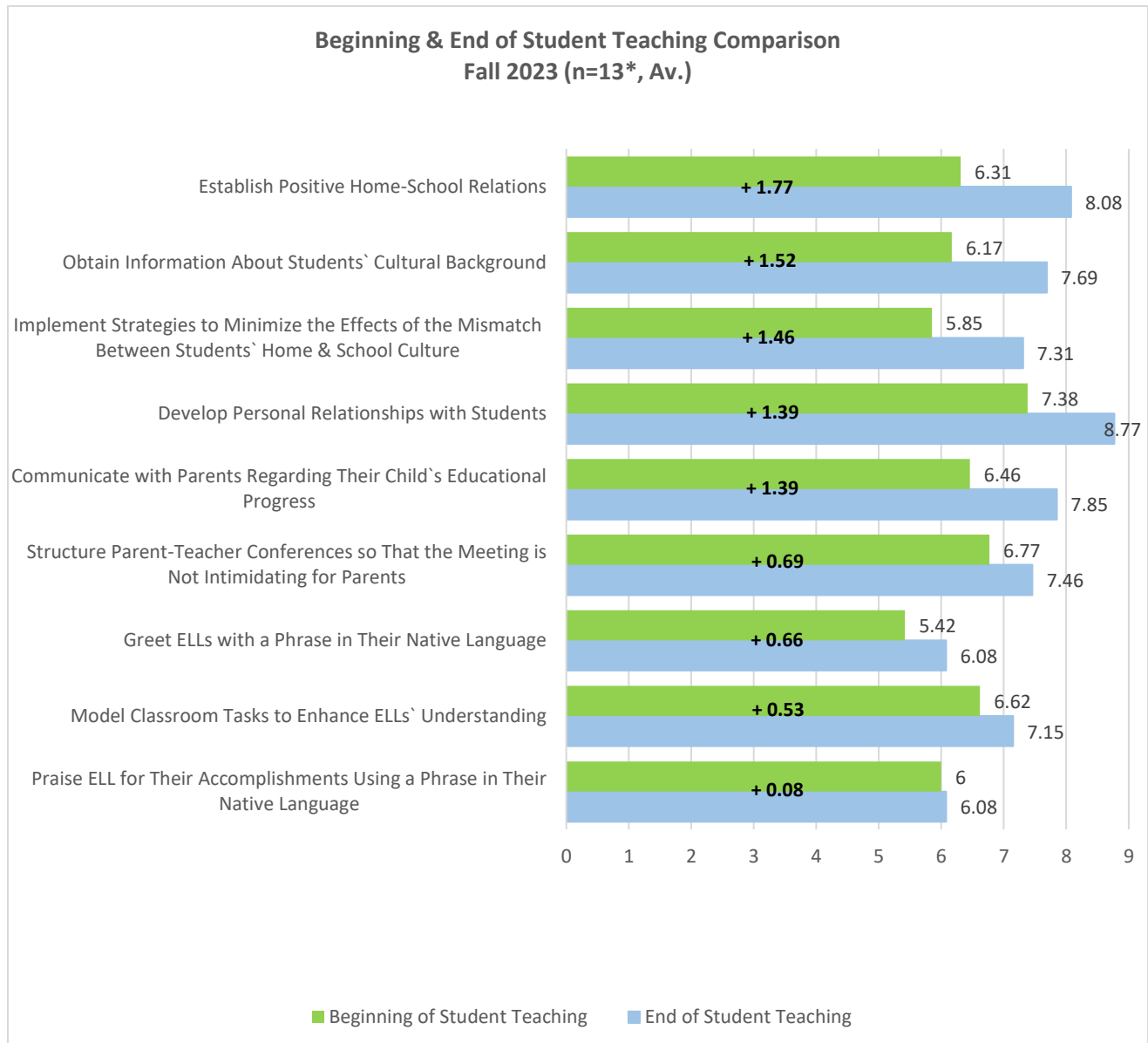


\*Sample includes one MAT candidate

Fall 2023 end of student teaching data analysis revealed overall higher GSU candidates' perceived confidence in culturally responsive teaching than at the beginning of their internship experience that ranged between 6.08 and 8.77 average points on a 9-item Likert scale. Similar to the beginning of student teaching, the candidates felt the strongest about their ability to develop personal relationships with students (8.77/9) and build a sense of trust in students (8.62/9). They also felt strongly about using students' prior knowledge to help them make sense of new information and establishing positive home-school relations (both 8.08/9), as well as developing



a community of learners when the class consists of students from diverse backgrounds (8/9). However, similar to the beginning of student teaching, the candidates felt least confident in their ability to greet and/or praise the ELLs for their accomplishments with a phrase in their native language (both 6.08/9) as well as communicate with parents of ELLs regarding their child's achievement (6.85/9) and model classroom tasks to enhance ELLs understanding (7.15/9).



\*Sample includes one MAT candidate

Analysis across two data collection points for Fall 2023 (beginning of student teaching and end of student teaching) revealed that GSU candidates' perceived confidence in Culturally Responsive Teaching increased for all of the scale items at the end of their internship experience compared to the beginning of it. The largest 1.77-point increase in average can be seen for

establishing positive home-school relationships (6.31/9 vs. 8.08/9), obtaining information about students' cultural background (6.17/9 vs. 7.69/9), and implementing strategies to minimize the effects of the mismatch between student's home and school culture (5.85/9 vs. 7.31/9). However, the least change has been reported in the area of meeting the needs of ELL students, such as greeting and/or praising ELLs for their accomplishments using a phrase in their native language (+0.66, 5.42/9 vs. 6.08/9 and +0.08, 6/9 vs. 6.08/9, respectively).

### Teacher Beliefs and Mindsets Survey (TBMS) Self-Efficacy Scale

Spring 2024 Data Analysis



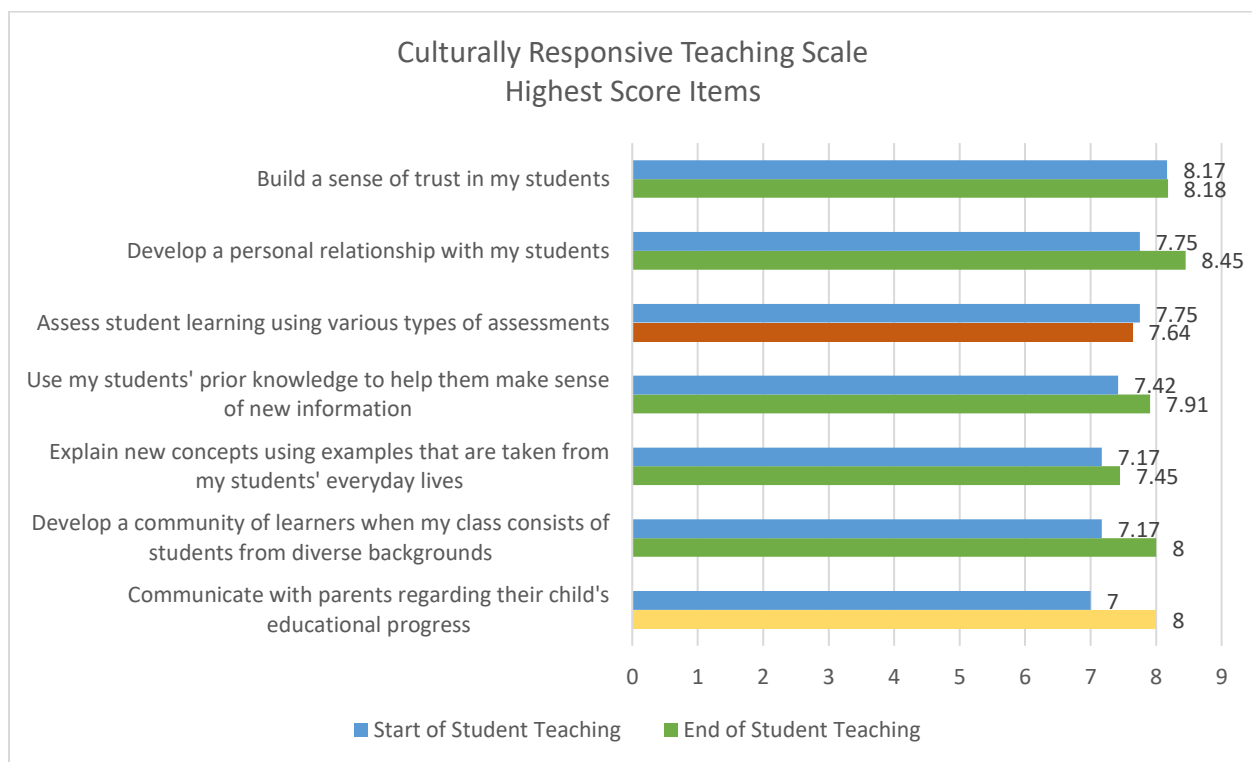
Start of Student Teaching (n=12)

End of Student Teaching (n=11)

Analysis across two data collection points for Spring 2024 (beginning of student teaching and end of student teaching) revealed that GSU candidates' perceived self-efficacy increased for the majority of the scale items at the end of their internship experience compared to the beginning of it. The largest 1.03-point increase in average can be seen for crafting good questions (7.33/9 vs. 8.3/9), followed by establishing a classroom management system with each groups of students (6.75 vs. 7.64), assisting families in helping their children do well in school (6/9 vs. 6.82/9), using a variety of assessment strategies (7.25/9 vs. 7.91/9), and calming a student that is disruptive or noisy. However, the candidates' perceptions on two scale items were lower at the end of the student teaching compared to the beginning of it: getting students to believe that they can do well in school (7.17/9 vs. 7.09/9) and helping students value learning (6.83/9 vs. 6.36). The lowest 0.28-point increase in average was reported in preventing and responding to disruptive behavior in the classroom (7.08/9 vs. 7.36/9), followed by providing an alternative explanation/example when students are confused (7.5/9 vs. 7.82/9) and implementing alternative strategies in the classroom (7.25/9 vs. 7.64/9). Therefore, data suggest an overall increase in perceived self-efficacy in academic, family engagement, and behavior management domains, with a slight decrease in the student motivation domain.

### Teacher Beliefs and Mindsets Survey (TBMS) Culturally Responsive Teaching Scale

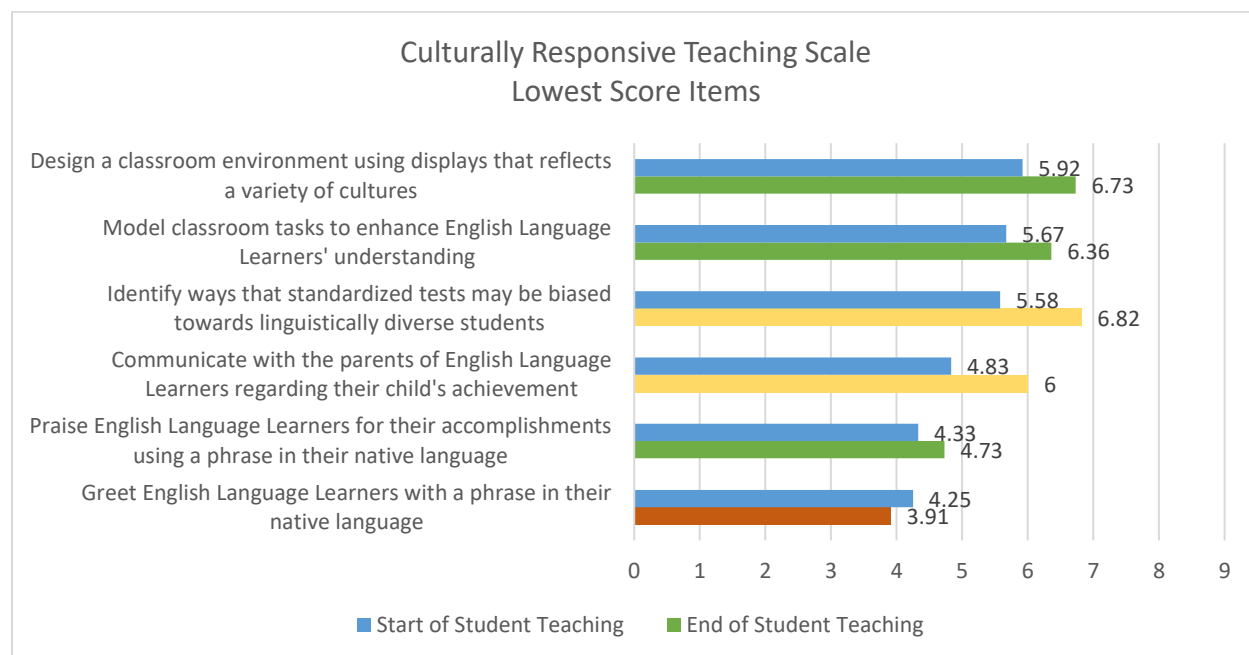
#### Spring 2024 Data Analysis



Start of Student Teaching (n=12)

End of Student Teaching (n=11)

The analysis of Spring 2024 data revealed that GSU candidates' perceived confidence in culturally responsive teaching ranged between 4.33 and 8.17 average points on a 9-item Likert scale. The candidates felt the strongest about their ability to build a sense of trust in students (8.17/9), develop personal relationships with students (7.75/9), and assess student learning using various types of assessments (7.75/9). They also felt strongly about using students' prior knowledge to help them make sense of new information (7.42/9), explaining new concepts using examples that are taken from students' everyday lives, and developing a community of learners when the class consists of students from diverse backgrounds (both (7.17/9), as well as communicating with parents regarding their child's educational progress (7/9).



However, the candidates felt least confident in their ability to greet ELLs with a phrase in their native language (4.25/9) and praise ELLs for their accomplishments using a phrase in their native language (4.33/9). implement strategies to minimize the mismatch between students' home and school culture (5.85/9). They also felt less confident in communicating with parents of ELLs regarding their child's achievement (4.83/9). Among the lower-scored items were also identifying ways that standardized tests may be biased towards linguistically diverse students (5.58/9), modeling classroom tasks to enhance ELLs' understanding (5.67/9), as well as designing the classroom environment using displays that reflect a variety of cultures (5.92). Therefore, data suggest that the candidates felt most confident in building relationships and trust with their students, but were less satisfied with their ability to address the needs of students and families from diverse backgrounds.

Analysis across two data collection points for Spring 2024 (beginning of student teaching and end of student teaching) revealed that GSU candidates' perceived confidence in Culturally Responsive Teaching increased for the majority of the scale items at the end of their internship experience compared to the beginning of it. The largest 1.24-point increase in average can be seen for identifying ways that standardized tests may be biased towards linguistically diverse

students (5.58/9 vs. 6.82), communicating with parents of ELLs regarding their child`s achievement (4.83/9 vs. 6/9), and communicating with parents regarding their child`s educational progress (7/9 vs. 8/9). However, the candidates` perceptions on two scale items were lower at the end of the student teaching compared to the beginning of it: greeting ELLs with a phrase in their native language (4.25/9 vs. 3.91/9) and assessing student learning using various types of assessments (7.75/9 vs. 7.64/9).

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

<b>Completers Hired in License Areas</b> <b>2023-2024</b> <b>N=21</b>	
<b>Licensure Area</b>	<b>Number of Completers Hired</b>
Early Education PreK-K	1
Elementary Education K-6	7
Math 5-Adult	2
Music PreK-Adult	2
Physical Education/Health Education PreK-Adult	1
Social Studies 5-Adult	1
Substitute	2
Teaching full time (out of certification area)	1
Graduate School	2
Unknown	2