The University of Charleston Education Program
Quality Assurance Report

The University of Charleston is a member in good standing of the
Association for Advancing Quality in Educator Preparation (AAQEP), a national accrediting organization recognized by the Council for Higher Education Accreditation.
The University of Charleston is working toward accreditation of its educator preparation programs under the AAQEP standards with an anticipated quality assurance review in spring 2024.

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University of Charleston Accreditation Information: The Higher Learning Commission Accreditation Information
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The Education Program at the University of Charleston Informational Video

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Part I Introduction

A. The Education Program at the University of Charleston and its Mission

Housed on its picturesque campus overlooking the mighty Kanawha River and the golden dome of the West Virginia State Capitol, and within the Morris Harvey School of Arts and Sciences is the small but mighty University of Charleston Education Program.

The program's typically 30-40 students along with its three full time faculty members and administrative assistant fit perfectly within the offices, Education Classroom, and Education Learning Lab all found in the connected spaces of 125 and 126 Riggleman Hall. It is this unique and intimate setting and the people who support this program, both on-site and off, that make the UC Education Program a transformative experience founded in connection, growth, and practice.

The mission of the University of Charleston's Education Program is to prepare candidates to be committed educators, lifelong learners, and community servants. This mission is reflected in all facets of the Education Program:

- We support students and candidates to aspire to be educators who are committed to their students, colleagues, work, and the schools in which they are placed.
- We support students and candidates to develop and demonstrate a passion for ongoing and lifelong learning about the profession, their content, their practice, and the students they serve by being intellectual and reflective practitioners.
- We support our students and candidates by encouraging them to serve not only their own students and school, but the community of Charleston at large.

The Education Program at the University of Charleston is designed to support its students and candidates to grow in, refine, and apply educational knowledge in real world settings throughout their time in the program thus bringing to life the mission of UC Education.

WVTPA Presentations

EDUC 340 Trip to WV Schools for the Deaf and Blind

Juniors during EDUC 372 on the lawn

Social Sciences Honor Convocation Ceremony

Spring 2023 Graduates

Panels Program Admission Interviews

UC Labor of Love with the Education Program

Pi Lambda Theta's Friendsgiving

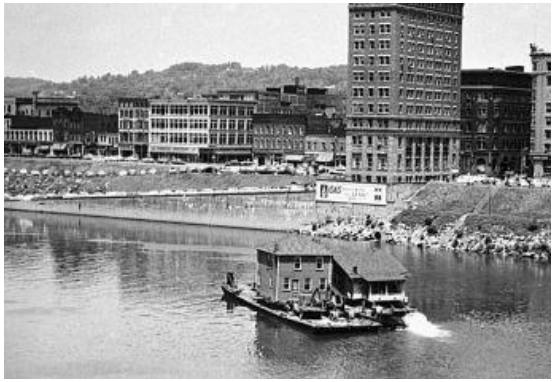
Freshmen collaboration during EDUC 100

B. A Brief History and Overview of the University of Charleston

The University of Charleston is an independent, private, four-year university offering Bachelor of Science, Bachelor of Arts, Master of Forensic Accounting, Master of Business Administration, Master of Science in Strategic Leadership, Master of Science in Cyber-Security, Master of Physician Assistant Studies, and Doctorate in Pharmacy and Doctorate of Executive Leadership degrees. UC holds accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Founded in 1888 as Barboursville Seminary with affiliation to the Methodist Episcopal Church South, the institution became Morris Harvey College in 1901, named after a prominent donor. In 1935, the college moved to Charleston, and in 1942, it became an independent college. The Board of Trustees changed the name to the University of Charleston in 1978 to reflect the institution's strong ties to the local community and recognize the diversity of programs offered. The School of Arts and Sciences which houses the Education Program is now named the Morris Harvey School of Arts and Sciences.

Morris Harvey College original campus in Barboursville, WV, 1905.



Scenes from September 8, 1947, as Morris Harvey College buildings and spectators are ferried across the Kanawha River from its downtown location to the
University of Charleston's current campus.

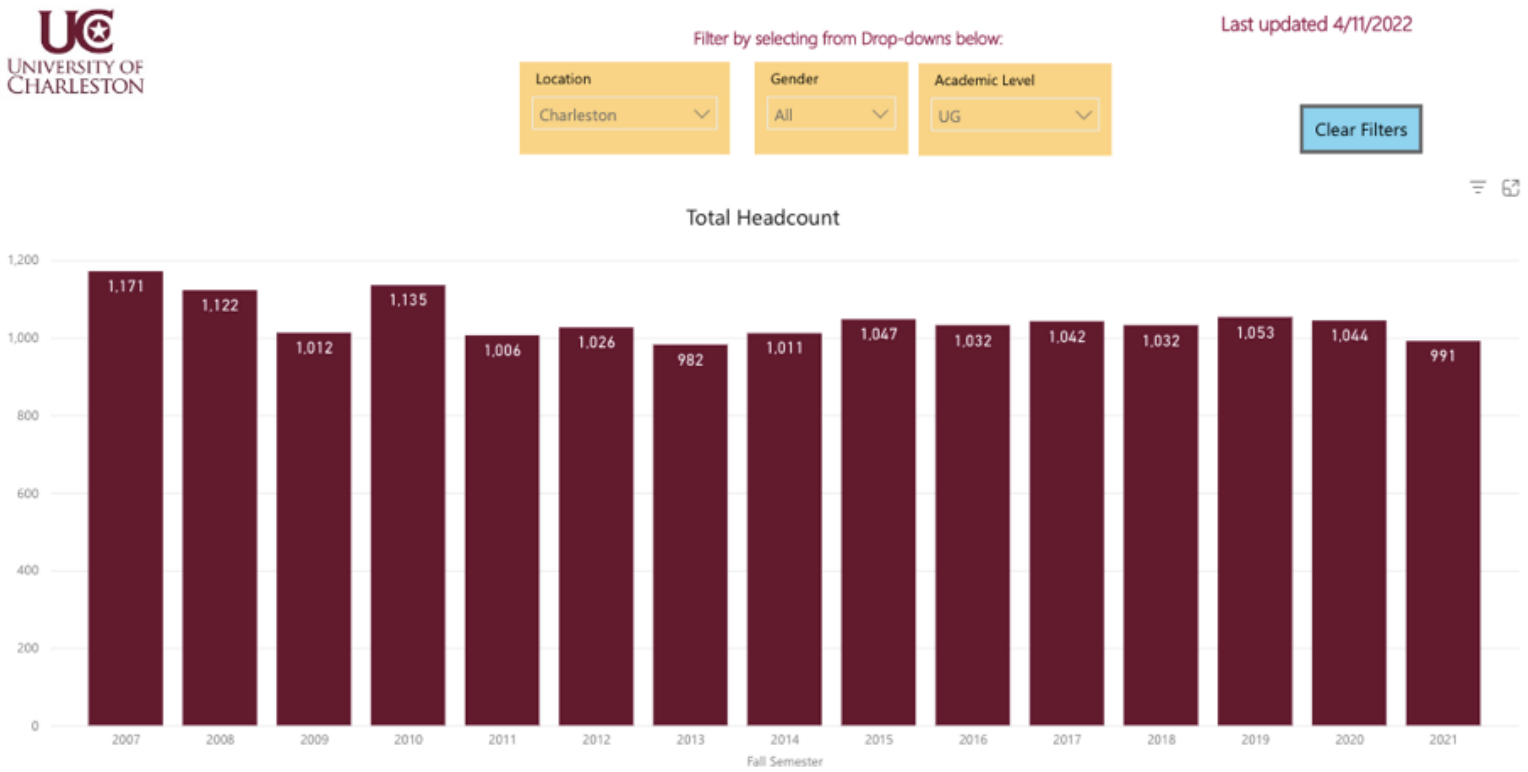
With the goal of creating a unique learning environment, the faculty of the University of Charleston voted to become an outcomes-based institution in 1995. Since then, it has received national recognition for the improved performance of its graduates on a standardized instrument (Collegiate Learning Assessment) as well as its high scores on the National Survey for Student Engagement.

UC's unique First Year Experience (FYE) curriculum is a set of courses designed for the freshman year that replaced the traditional general studies courses with an interdisciplinary format for study. Even during the freshman year, the interdisciplinary arrangement of courses is focused on the themes and outcomes. This approach allows students to participate in an accelerated program of studies based on their ability to meet the performance outcomes and program requirements. As soon as students demonstrate their ability to address and meet the outcomes at the acceptable levels of performance, they can proceed to further coursework. This approach also supports a teacher candidate's understanding of assessment as a tool for determining individual success.

UC's Honors College brings together a community of students from all majors with high academic ability and accomplishments. Honors College students receive scholarships, opportunities to work on special projects, enhanced classroom learning experiences, one-on-one collaboration with UC faculty, and recognition at UC commencement ceremonies. Honors College students applying to accredited programs, like Education, are eligible for direct admission to professional programs.

International students help add a global perspective to the UC experience. Currently representing more than 40 different countries, international students help create a campus that is diverse and exciting. UC also offers many studies abroad opportunities.

The graphs below offer a quick view of University of Charleston enrollment, demographic, and residency trends.


UNIVERSITY OF CHARLESTON
Filter by selecting from Drop-downs below:
Location
Charleston
Gender
All
Academic Level
UG
Last updated 4/11/2022
Clear Filters
Total Headcount
1,200
1,000
800
600
400
200
0
1,171
1,122
1,012
1,135
1,006
1,026
982
1,011
1,047
1,032
1,042
1,032
1,053
1,044
991
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
2018
2019
2020
2021
Fall Semester

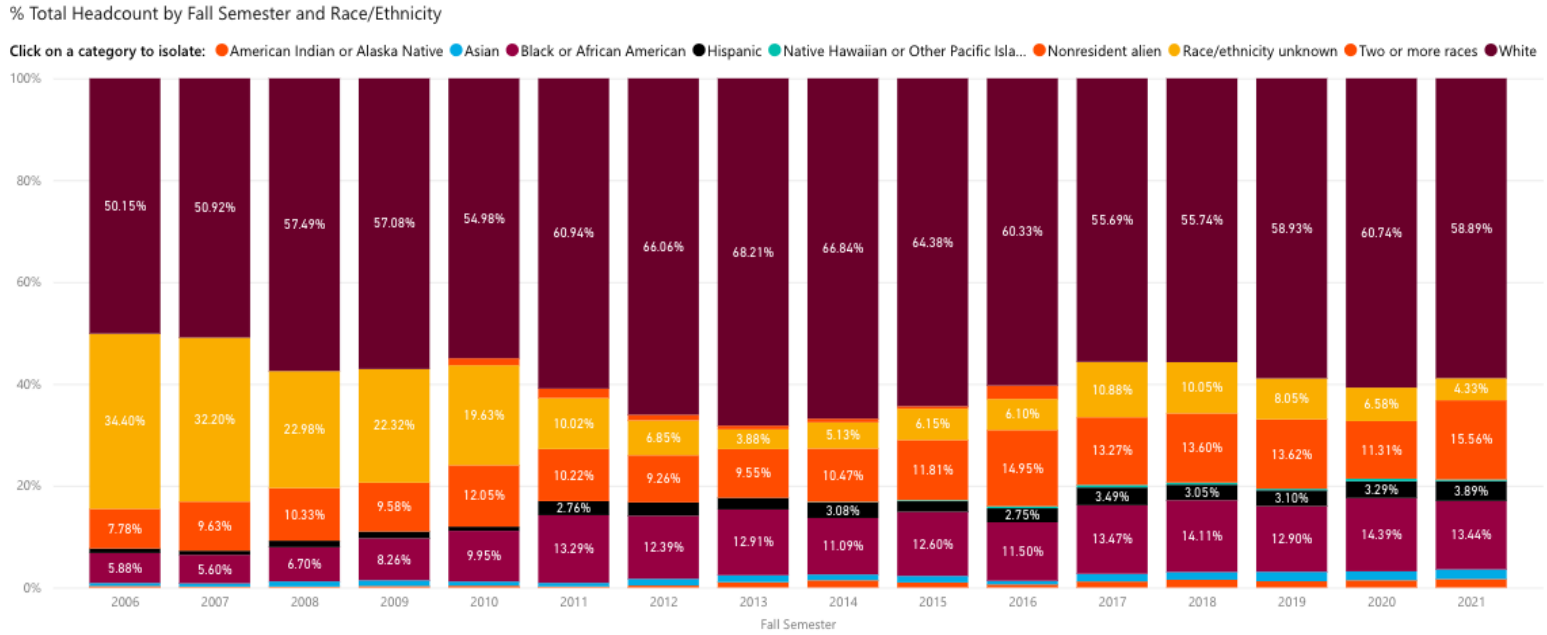
UNIVERSITY OF CHARLESTON

Filter by selecting from Drop-downs below:

Last updated 4/11/2022

Academic Level	Enrollment Status	Gender	Location
Undergraduate	Full time	All	Charleston

Clear Filters

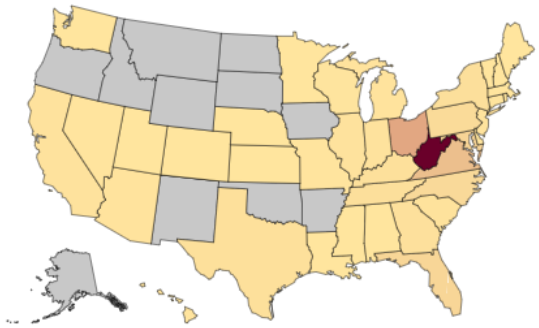


UNIVERSITY OF CHARLESTON

Freshman State of Residency

Last updated 4/27/2022

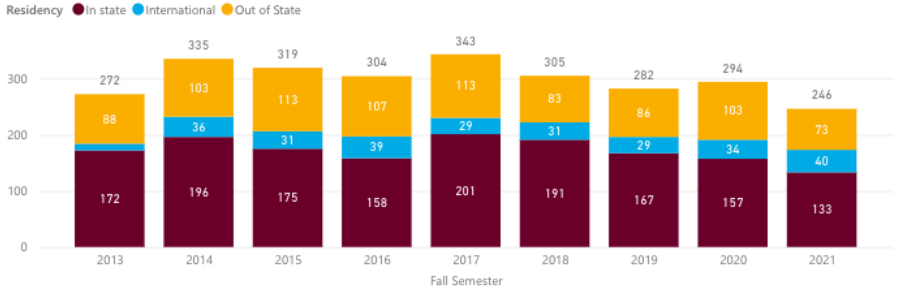
First-time degree/certificate-seeking undergraduate students by U.S. State of residence when student was first admitted



Select Fall Semester Below

- Select all
- 2013
- 2014
- 2015
- 2016
- 2017
- 2018
- 2019
- 2020
- 2021

Total Headcount (Full time and Part time)



IPEDS Fall Enrollment Component

C. Overview of the University of Charleston Education Program

Program Background

In 1991, the University of Charleston's Education Program applied for and received accreditation from the National Council for Accreditation of Teacher Education (NCATE). The program maintained that accreditation for 19 years. In 2007, the Education Program faculty made a strategic decision to seek accreditation from the Teacher Education Accreditation Council (TEAC). TEAC accreditation was fully achieved in 2010 and was set to expire in summer 2016.

After 2016, the Education Department at UC experienced significant changes, a result of both external and internal influences. For example, the Wellness Education program and the secondary content programs – Biology Education, English Education, General Science Education, and Social Studies Education – were dropped due to very low enrollment. Two new programs were approved – Secondary Special Education (5-Adult) and a double-major in Elementary Education and Special Education (both K-6). A non-certification program – Elementary Studies and Child Development – was also approved.

More change occurred when the University expanded regionally to a new location in Beckley, WV. The Education Program added a significant number of students there, but the University decided to downsize the Beckley location and education programs there were closed. The remaining students at the Beckley location finished their program in the Spring of 2017. During this same time, the UC Education Program received full accreditation from CAEP.

Internal changes have been consistent within the Education Program at UC. Since 2012 the Education Program Director has changed four times with the most recent change in Fall 2021 at which time Dr. Susan Divita was named Program Director. This change in leadership coincided with entirely new Education Program faculty and staff by Spring 2022. A new program, Elementary Education and Early Education, was also recently approved. Through these changes the Education Program has maintained consistent pass rates with enrollment falling some due to COVID, but currently holding steady. Recent course evaluations are positive and enthusiastic and student teachers have excelled. Current faculty and leadership have taken many positive steps to revise and enhance program procedures including: establishing active learning strategies in the classroom which model best pedagogical practice; creating an open and inclusive office area where students feel comfortable and welcome; establishing student groups to encourage community and belonging; and reestablishing collaborative relationships with P-12 partners, the WVDE, other institutions, as well as other UC programs and departments.

The UC Education Program is accredited by the West Virginia Department of Education and is a member in good standing with the Association for Advancing Quality Educator Programs (AAQEP). The Education Program previously received full accreditation from

CAEP and began transitioning to AAQEP in spring of 2022, drawn to the accrediting body due to the size of the UC Education Program and AAQEP's focus on flexibility, innovation, support, collaboration, efficiency, and frugality. We are writing this report to establish a baseline that will allow us to assess the consistent growth and improvement we seek as a teacher preparation program.

Context and Unique Characteristics

- Strong field experience component begins freshman year; provides diverse experiences in urban/suburban/rural schools, high/low SES schools, different grade levels/content areas and types of special education classrooms.
- Low teacher to student course ratios allow students and faculty to build relationships and establish connections which allow for deeper learning and a holistic approach to teaching and learning.
- A Teacher in Residence (TIR) agreement in place between UC and Kanawha County Schools, allows qualifying student teachers to be hired at a partial salary; provides fast track to employment for qualified candidates and helps fill hard-to-staff positions in local schools; also serves as incentive for candidates to complete coursework and Praxis exams in a timely manner.
- The UC Education Program is transitioning to the state required Residency Model. Our Program Plans reflect the Residency Model but throughout the QAR the terms Student Teaching and Residency are used interchangeably since our first cohort to be Residents will be seniors in 2024-2025 and our current candidates are still Student Teachers.
- Double-majors in Elementary Education and Special Education (two K-6 certifications) and Elementary Education and Early Education (K-6, Pk-K) helps meet need for certified special educators and early education teachers while providing candidates with dual certification at no additional cost or time.
- UC is committed to the ISTE Digital Equity and Transformation Pledge. These standards have recently been integrated within targeted courses allowing students and candidates to interact with targeted technology used in local schools to maximize experience and preparation. Additionally, in-seat classes take place in a program-specific classroom with a smart podium for ease of technology use; many classes are offered in online or blended formats; university courses utilize eLearn (Moodle) so students can access materials, turn in work and interact with classmates/professors – which particularly benefits student-athletes whose teams travel.
- SharePoint is used for by all Education Program students to maintain an electronic portfolio that can be used for applying for program admittance and by student teachers at the end of their time in the program.
- The Pi Lambda Theta Education Honor Society and The EdUCation Club are two student groups established in Fall 2022 to encourage community building within the program and community service to Charleston and surrounding areas.
- The Education Learning Lab was established in Fall 2022. This intimate learning area is housed within the Education Program offices and offers an area to collaborate with partners and also acts as a technology workshop.

Programs Offered and Seeking Accreditation

The UC Education Program offers four programs which lead to initial certification. The programs below are those for which UC is currently seeking accreditation.

- Elementary Education (K-6)
  - **UC Elementary Ed Plan of Study**
- Elementary Education (K-6) and Special Education (K-6)
  - **UC Elementary and Special Ed Plan of Study**
- Elementary Education (K-6) and Early Education (PreK-K)
  - **UC Elementary and Early Ed Plan of Study**
- Secondary Special Education (5-Adult)
  - **UC Secondary Special Ed Plan of Study**

UC Education Website Student Resource Page

UC Education Program Philosophy

Education Program faculty members provide students and candidates with the opportunity to develop the knowledge (Know), skills (Do), and dispositions (Be) to become effective educators.

The Education Program's main philosophical elements, Know, Do, and Be, are essential parts of the conceptual framework and align with the University of Charleston's six institutional outcomes:

1. Analytics: The ability to systematically analyze and utilize data to make decisions
2. Communication: The ability to read, write, and speak effectively
3. Technology: The ability to use technology to access, evaluate and share information
4. Innovation: The ability to create, synthesize and disseminate new knowledge
5. Values: The ability to apply ethical principles to make decisions
6. Engagement: The ability to participate effectively in professional and community settings

Knowledge (KNOW)
Upon graduation, UC's candidates have the content knowledge needed to facilitate the learning of their future students. Program content is specifically aligned with state and national standards. Student and candidate knowledge reflects and demonstrates their professional experiences at UC and their ability to meet state and national requirements.

Pedagogy (DO)
Upon graduation, UC's candidates have the pedagogy necessary to design research-based instruction that promotes best practices and in-depth learning. Candidates can self-assess and reflect on their instructional practice and make changes based on these assessments and reflections. Their pedagogy reflects and demonstrates their ability to design and implement instruction in the P-12 or community setting.

Dispositions (BE)
Upon graduation, UC's candidates display the dispositions of effective educators through their interactions with staff, teachers, faculty, educational specialists, community stakeholders, students, and other learners. Their dispositions are assessed by cooperating teachers, cooperating mentors, educational specialists, program directors, faculty, and candidate self-analysis.
As students' progress through benchmarks, which reflect the milestones of pre-admission to the Teacher Education Program (pre-candidacy), admission to the program (candidacy), and student teaching/residency (program completion), they are required to demonstrate an understanding of "Know, Do, Be" at increasingly sophisticated degrees.

Program faculty base their instructional practices on constructivist and multiple intelligence theories supported by a belief in universal design for learning and differentiated instruction. The works of Gardner (1983), Marzano (2001) and others guides practices in designing effective instruction with both formative and summative assessments. Course instructional practices are active and engaging with faculty modeling strategies and best practices in each of their classes.

UC Education Program Outcomes

To fulfill the mission of the Education Program, the following outcomes have been adopted:

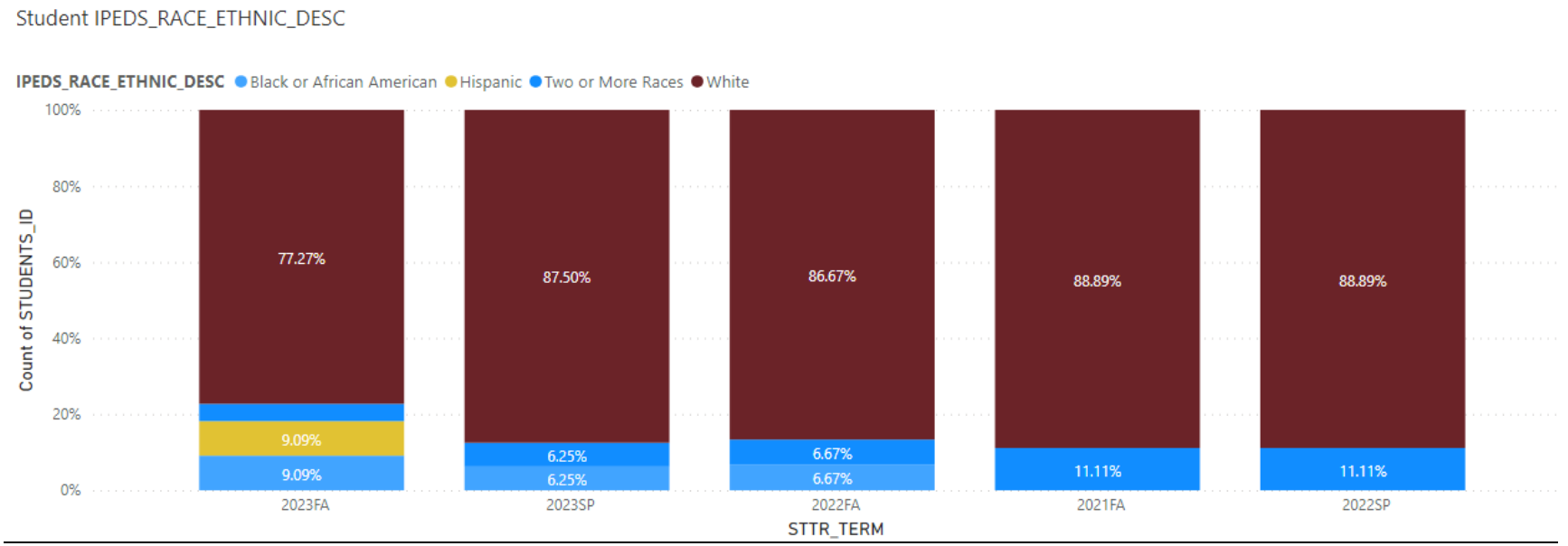
All Education graduates:

1. apply, demonstrate, and communicate discipline-specific content knowledge, skills, and practices;
2. apply and creatively demonstrate developmentally appropriate pedagogical knowledge, skills, and practices to prepare P-12 learners for college and career readiness and to promote parental and community involvement;
3. exhibit appropriate professional dispositions and ethical practices required of educators;
4. demonstrate, analyze, and apply research skills to think critically about their effectiveness and impact on planning, instruction, and assessment for P-12 learners during field work and clinical practice;
5. pass all necessary Praxis exams and complete all required steps to apply for certification(s) from the WVDE.

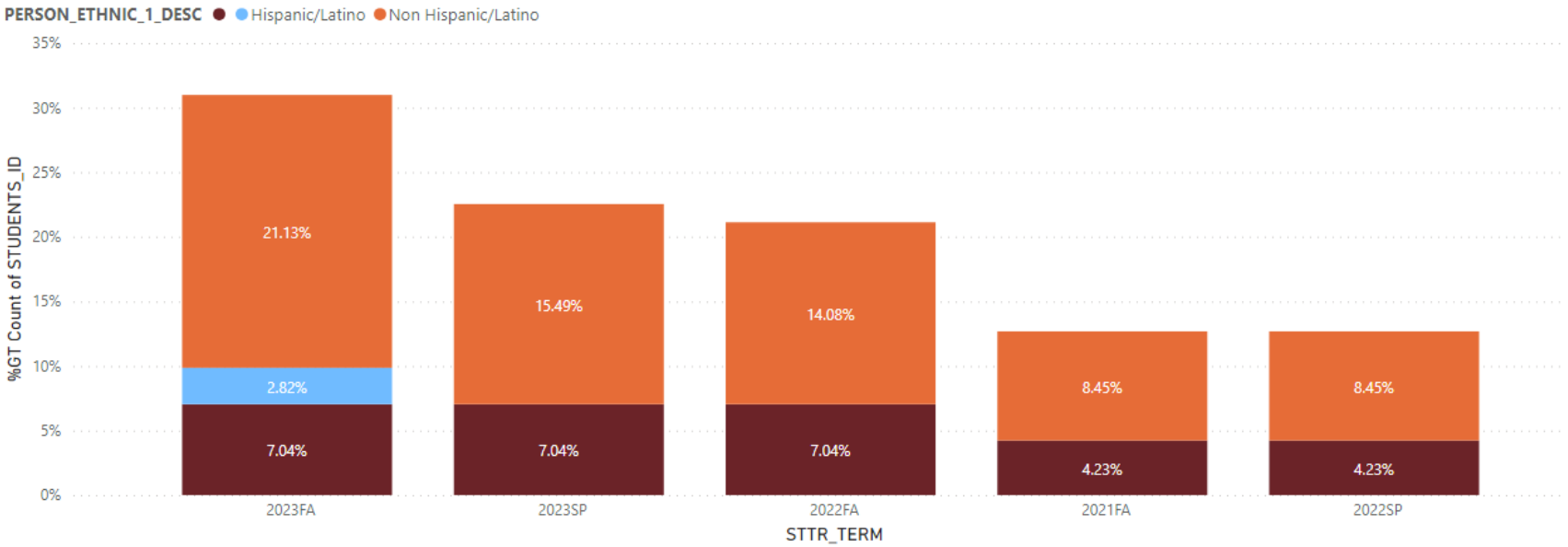
D. Candidate and Faculty Overview

A majority of students in the UC Education Program are enrolled as four-year students at UC with approximately half of those in-seat students commuting and half living on campus. Students who have gained general admission to the University of Charleston and wish to be admitted to the UC Education Program take courses during the first two years at the institution that meet university requirements and satisfy Education core requirements.

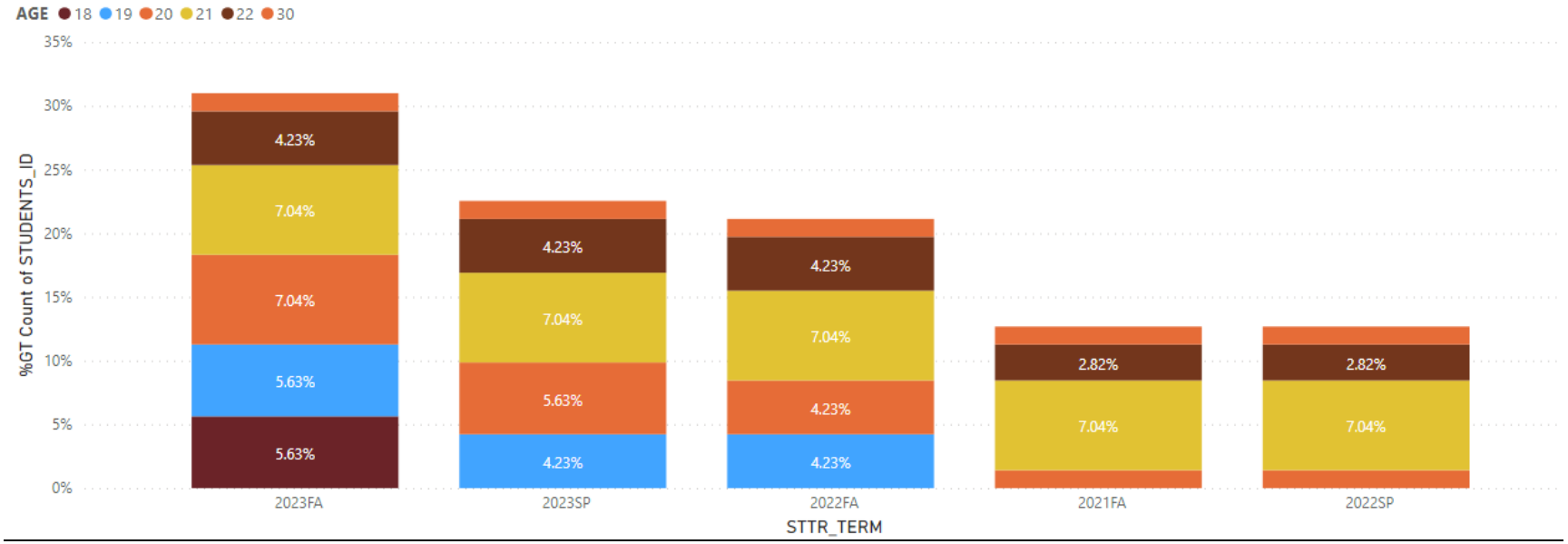
The following graphs offer a quick view of UC Education Program enrollment, demographic, and residency trends.



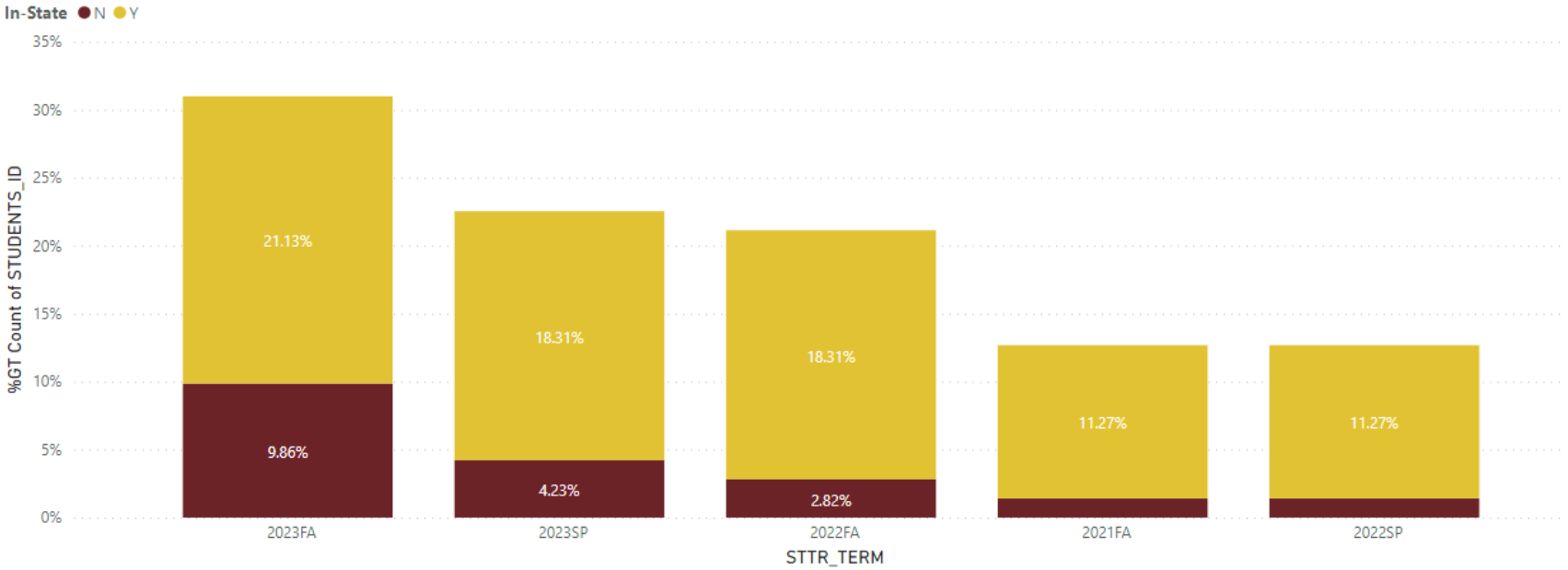
Student by PERSON_ETHNIC_1_DESC



Student AGE


AGE 18 19 20 21 22 30
35%
30%
25%
20%
15%
10%
5%
0%
%GT Count of STUDENTS_ID
4.23%
7.04%
7.04%
5.63%
5.63%
4.23%
7.04%
5.63%
4.23%
4.23%
7.04%
4.23%
4.23%
2.82%
7.04%
2.82%
7.04%
2023FA
2023SP
2022FA
2021FA
2022SP
STTR_TERM

Percent of Students In-State or Out of State



2023 Incoming Freshmen GPA and Test Scores
Freshmen: 6
With High School GPA: 1
GPA 4.33
With ACT scores: 0
With SAT Scores: 1
Score: 950

The UC Education Program is supported by three full-time faculty members.

Dr. Susan Divita is the Education Program Director, Education Program Academic Advisor, and an Assistant Professor. She holds a BS in Elementary Education K-6 with a Specialization in Language Arts 5-8, an MA in Early Childhood Education, and an EdD in Curriculum and Instruction with an emphasis in Counselling. Dr. Divita has prior teaching and administrative experience in Pk-12 settings. Dr. Divita teaches the freshman course EDUC 100 Introduction to Education, MUSC 111 Music for the Classroom Teacher, upper-level pedagogy courses including EDUC 300 Children's Literature, EDUC 320 Integrated Methods, EDUC 372/374 Fundamentals of Reading Instruction Clinical Practice & Reading Diagnosis, EDUC 378 Elementary Methods, and student teaching/residency courses EDUC 496 Student Teaching Seminar and EDUC 497 Student Teaching in the Content Area.

Dr. Jason Cheek is the Education Program Field Placement Coordinator and an Assistant Professor. He holds a BA in Interdisciplinary Studies, an MA in Special Education Mulitcategorical Disabilities (LD/BD/MI), and an EdD in Curriculum and Instruction. His previous teaching experiences were focused on Special Education, ESL, and Autism/Deaf and Hard of Hearing. Dr. Cheek teaches UC's Special Education courses including: EDUC 203 Survey of Exceptional Students; EDUC 204 The Inclusive Classroom; EDUC 311 Intro to Diagnosis & Assessments; EDUC 330 Positive Behavioral Supports; EDUC 340 Collaboration in the Schools; EDUC 360 High Incidence Disabilities; EDUC 422 Student Teaching in Special Education; and EDUC 496 Seminar in Student Teaching.

Professor Sarah Gallagher is the Education Learning Lab Coordinator and an Assistant Professor. She holds a BA in Interdepartmental Studies and History, an MA in Secondary Education, and a Post Master's Certificate in School Principalship. Professor Gallagher's previous teaching experience was as a secondary history teacher. She teaches EDUC 250 Technology in Schools; EDUC 253 Elementary Physical Education; EDUC 316 School Health; SSCI 310 WV and the Appalachian Region; GEOG 303 World Geography; EDUC 299 Theories of Learning and Teaching; EDUC 325 Reading in the Content Area; EDUC 496 Student Teaching Seminar and EDUC 497 Student Teaching in the Content Area.

Additionally, the Education Program is supported by Professor Lori James of the UC Math Department who teaches all Math content courses. The UC Education Program also employs an adjunct to teach ART 341 Art Education and Instruction.

E. Key Partnerships

In order to prepare students and candidates to become committed educators, lifelong learners, and community servants, the Education Program at the University of Charleston has established and maintains that effective, collaborative partnerships and high-

quality clinical practice which are fundamental to candidate development of knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

University of Charleston Education Program and its partners:

- Co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation; UC and its partners also establish mutually agreeable expectations for candidate entry, preparation, and exit, ensure that theory and practice are linked, maintain coherence across clinical and academic components of preparation, and share accountability for candidate outcomes.

- Co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development; UC also collaborates with partners to use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluations, continuous improvement, and retention of clinical educators in all clinical placement settings.

- Design clinical experience of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development; clinical experiences, including technology enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions that are associated with a positive impact on the learning and development of all P-12 students.

The UC Education Department maintains a mutually beneficial partnership for clinical preparation with Ruffner Elementary and Weberwood Elementary, both located in Charleston. Ruffner Principal Henry Nearman and his staff provide excellent clinical experiences for many program students and candidates, and several recent graduates are employed there as well. Likewise, Weberwood Elementary Principal Mary Ann Munoz does the same as a more recent UC partnership which has developed over the past two years.

Responsibility for continuous improvement of candidate preparation is shared by these schools' faculties, as they provide expert feedback and guidance to a range of our candidates, from early observation experiences in the Freshman year to rich and nuanced student teaching and/or residency experiences for students nearing graduation. Ruffner and Weberwood administrators and teachers also regularly contribute to UC's EPPAC, as well as providing informal feedback to university supervisors and participate as interviewers for UC Education Program's Panels Admission Process.

Other area schools, including elementary, middle, and high schools, provide additional clinical experiences that cannot be accommodated at Ruffner or Weberwood. UC and Kanawha County Schools maintain an MOU approved by the West Virginia Department of Education related to Kanawha County School's Teacher in Residence program. This agreement allows student teachers who have completed all coursework other than student teaching, who have passed all required Praxis exams, and who have a 3.0 GPA or higher to be hired at a partial salary for teaching positions that have been advertised but had no qualified applicants. This agreement will help local schools fill vacancies in hard to fill positions while affording our soon-to-be graduates immediate employment in familiar locations.

The Education Program holds biannual Education Personnel Preparation Advisory Council (EPPAC) meetings, as set forth in WVDE Policy 5100. These meetings occur once per semester and allow stakeholders to stay abreast of progress, revisions, and changes in programs. Since Fall 2021 these meetings have been well-attended and held virtually. Invitations are sent local teachers and administrators, as well as Arts & Science faculty, the Dean of Arts & Sciences, the university Provost, and students from representative programs. A West Virginia Department of Education liaison also provides information about forthcoming changes in policy and operation, as well as providing feedback on any proposed program changes.

University representatives, typically the Program Director, also participate in a wide variety of WVDE sponsored meetings with fellow education preparation programs, representatives from Educational Testing Service (ETS), legislators, committee members, and/or state superintendent and staff. This serves to keep the department updated on proposed state legislation and policy changes, WVDE policy and operations, current trends in the state, and problems or areas of concern related to EPPs. Currently Education Program faculty serve as a member of the following:

1. **WV TEAC** (West Virginia Teacher Education Advisory Council) which facilitates cooperation and communication between EPPs (Education Preparation Programs), the WVDE (West Virginia Department of Education), and HEPC (Higher Education Policy Commission) and makes recommendations concerning the improvement of instruction and programs, to facilitate the exchange of information and ideas, to improve articulation and coordination among the institutions of West Virginia, and to consider any additional matters requested by members of the Committee. (Dr. Divita)
2. **WVDE WVCPTS** (West Virginia Commission for Professional Teaching Standards) which consists of 21 members representing the major constituents within the educational community. Included in the membership are ten classroom teachers; three higher education representatives from teacher education, including a total of two from two different public and one from a private institution of higher education; one county superintendent; one elementary principal; one secondary principal; one county board of education member; one State Board member; and three laypersons. WVCPTS enables the education community to promote and demand excellence in the preparation and performance of the state's educational professionals. (Dr. Divita)
3. **WVDE EPPRB** (Educator Preparation Program Review Board) which reviews all initially proposed programs in order to submit or withhold a recommendation for program approval to the WVBE, all proposed substantive changes to existing WVBE-approved programs and submitting or withholding a recommendation for acceptance of such changes to the WVBE, and reports from accreditation boards to recommend institutions' programs for continuing program approval. (Dr. Divita)

4. West Virginia Underwood Smith Teaching Scholarship Review Committee and acting liaison and mentor (Dr. Cheek, Dr. Divita)

UC maintains an articulation agreement with Bridge Valley Community and Technical College which encourages students who finish the Bridge Valley associate degree in Elementary Education to attend UC to complete their Elementary Education degree in two additional years.

Links to additional Partnership Information:

Kanawha County MOU

UC Bridge Valley Articulation Agreement

UC Bridge Valley Plan of Study

UC Bridge Valley Course Information

F. UC Education Program Admission Overview

To be officially admitted to the Education Program, the student must:

- Have completed 60 hours of coursework by the end of the semester in which they apply
- Have a **GPA of at least 3.00** in professional education courses, content area, and overall
- **Effective July 1, 2023,** Praxis CORE is no longer required by the WVDE for Program Admission. However, in order to provide basic skills assurances students must: **Earn a B (3.0) in each of the following courses: ENGL 102, MATH 121, and an English elective** (or an ACT score of 26; or above or revised SAT score of 1170 or above; or attained a single administration a new SAT score of 470 using the combined Evidence Based Reading and Writing and a score of 520 in Math effective May 2016). For Math exemption only a minimum individual ACT enhanced score of 21 (effective Nov. 1989) in mathematics during any administration or a single administration SAT score of 530 in Math (effective May 2016).

- Complete all freshman-level portfolios (ENGL 101, 102, 103, UNIV 101, UNIV 102 or UNIV 203 if a transfer student) with passing grades
- Complete Application for Admission to the UC Education Program.
    - Application for Admission to Education Program

- Participate in the Admission Process (Panels), which includes an interview conducted by Arts and Sciences faculty, public school educators, and community professionals.
    - Panels Interview Rubric
    - UC Dispositions Rubric
- **Submit electronic portfolio** prior to panel interview including:
    - Letter of introduction
    - Current resume
    - Sample lesson plan and reflection
    - Philosophy of education
    - One field experience evaluation
    - Professional learning experience reflection
    - Technology work sample and reflection
    - Work sample from an Arts & Sciences course and reflection
    - Work sample connected to ACEI standards (Elementary Education/Special Education) or CEC standards (Secondary Special Education)

Education Program Admission Panels Portfolio Sample

Upon completion of the Admission to the Education Program process, students are fully admitted, provisionally admitted, or denied admission to the Teacher Education Program or Educational Studies Program. The student has two semesters (including Summer) to clear all deficiencies.

Full Admission to UC Ed Program Sample Letter
Provisional Admission to UC Ed Program Sample Letter

Throughout the program, Education students maintain and monitor SharePoint Electronic Portfolios. These portfolios allow both students and the Program Director to access assignments and documents as needed to assess growth. At the end of each semester time is set aside in each course so students can upload the required assignments with the instructor present in order to facilitate the process. Prior to new Education leadership on Fall 2021, the Education Program had used Chalk and Wire to gather data. This program was deemed too costly and hard to access by the previous Education faculty and the Dean, so SharePoint, a free resource included in the Microsoft Office Suite, was suggested to Dr. Divita by Dean Bradley. Dr. Divita investigated Watermark as a possible collection site due to the ease of use for electronic collection of TCARs, STARS, etc. and their related data, but the cost was too much per UC administration.

SharePoint Electronic Portfolio Required Assignments per Course

UC Teacher Education Program Progression Requirements and Assessments

University of Charleston PRAXIS Code – 5419, West Virginia Department of Education PRAXIS Code – 8480
WV Praxis Requirements: https://www.ets.org/praxis/wv.html

Benchmark I
(at admission)
Pre-Candidate Assessment
UC Admission to Education Program Application

- Earn a B in ENLG 102, MATH 121, and a 200 level English Elective
- Candidate has completed at least 60 credit hours with a GPA of 3.00 or higher (content, professional education core, and overall)
- Candidate has earned grades of C or better in all course work
- Candidate applies for admission, which includes university transcripts and faculty recommendations
- Candidate prepares and submits a Panel Admission Portfolio
- Candidate successfully completes a Panel Admission Interview
- Candidate has demonstrated the appropriate dispositions for pre-candidacy

Benchmark II
(at mid-point)
Candidate Assessment

- Candidate has completed a minimum of 96 credit hours with a GPA of 3.00 or higher
- Candidate has earned grades of C or better in all course work
- Candidate has completed course work through Education 300 level
- Candidate has successfully completed all field experiences
- Candidate has passed all Praxis II exams required for cert. area

  Elementary Education (All Subtests):
  - Reading/Language Arts (5002) or CKT 7812
  - Teaching Reading (effective 7/1/24)
  - Mathematics (5003) or CKT 7813
  - Social Studies (5004) or CKT 7815
  - Science (5005) or CKT 7814

  Early Education Pre-k-Kindergarten Education (5531)

- Candidate completes and submits an official background check and applies for Residency.

Candidacy to Residency Advancement

- Successful candidates must be approved by the Department Chair/Program Director and the Education Unit for Residency

Candidate has demonstrated the appropriate dispositions for candidacy

Benchmark III
(at exit from program)
Residency/Graduation/Certification

- Candidate has completed a minimum of 100 credit hours
- Candidate has fulfilled all University requirements
- Candidate has achieved a GPA of 3.00 or higher in all course work
- Candidate has earned grades of C or better in all course work
- Candidate has successfully completed all field experiences, including residency
- Candidate submits Residency Portfolio
- Candidate has successfully passed Background Check
- Complete and pass WV Teacher Performance Assessment (WVTPA) during Year-long Clinical Residency.
- Candidate has demonstrated the appropriate dispositions of a future educator
- Apply for West Virginia Professional Teaching Certification (20T Form) (FEE).
- WVDE Certification Information: https://wvde.us/certification/certification-info/application-forms/form-20t-application-instructions/

G. Self-Study Design and Participants

We designed this study to present data and narrative evidence to support the accreditation of our four programs that lead to teacher licensure: Elementary Education; Elementary & Special Education; Elementary & Early Education; and Secondary Special Education. In doing so we have identified key indicators from multiple perspectives which offer this data and narrative support.

Due to COVID (a lack of live, in classroom placements) and a complete change of leadership and faculty in the Education Program in Fall 2021, we have decided to begin our story then, in the fall of 2021, when we began our journey in the UC Education Program. Therefore, data presented will focus on Fall 2021, Spring 2022, Fall 2022, and Spring 2023. It is important to note that we do not yet have data for our Elementary and Early Education program because no students have begun the program yet. This program was approved by the University of Charleston in Spring 2022 and by the WVDE in Summer 2022, but due to internal institutional challenges and changes, the program has not been rolled out or marketed publicly. However, this data collection will mirror that of the other programs.

The UC Education Program Self-Study Team consists primarily of UC Education Program Faculty but is also supported by UC faculty and staff:

Dr. Susan Malinoski	Education Program Director and Assistant Professor
Dr. Jason Cheek	Education Program Assistant Professor and Field Placement Coordinator
Prof. Sarah Gallagher	Education Program Assistant Professor and Learning Lab Coordinator
Sydney Hughes	Education Program Administrative Assistant, Enrollment Manager School of Arts and Sciences
Cleta Harless	Executive VP and CFO
Dr. Beth Pauley	Assistant Provost for Assessment and Accreditation
Dr. Beth Wolfe	Executive Vice President of Enrollment Management
Dr. Tracy Bradley	Dean School of Arts and Sciences
Virginia Moore	Vice President & Dean of Students
Dr. Mike Bayly	Social Sciences Department Chair
Gail Carter	Vice President of University Development
Nicole Rupe	Registrar
Dr. Kara Fisher	Assistant Professor and First Year Advisor for Education students
Debbie Bannister	Director of First Year Programs and Advising
Christina Carr	Director Alumni Relations
Prof. Catherine Wilbur	Assistant Professor Education Program University Instructor
Prof. Lori James	Assistant Professor Mathematics Instruction

H. Contextual Opportunities and Challenges

UC's location in the capitol city of Charleston and within Kanawha County, the state's largest school system, as well as the small size of the program create opportunities and challenges. This location allows the UC Education Program to be consistently focused on early, strong field experiences which provide diverse experiences in urban/suburban/rural schools, high/low SES schools, different grade levels/content areas and types of special education classrooms.

Additionally, A Teacher in Residence (TIR) agreement in place between UC and Kanawha County Schools, allows qualifying student teachers to be hired at a partial salary; provides fast track to employment for qualified candidates and helps fill hard-to-staff positions in local schools; this also serves as incentive for candidates to complete coursework and Praxis exams in a timely manner. The TIR program is an opportunity but also presents a challenge. Over the past two years we have observed that candidates serving as a TIR experience much more stress than those in traditional student teaching placements. Some TIR students have displayed signs of burnout which is a great concern for UC Education faculty members.

Our program size is both an opportunity and a challenge. Low teacher to student course ratios allow students and faculty to build relationships and establish connections which allow for deeper learning and a holistic approach to teaching and learning. While enrollment is currently holding steady, maintenance and growth is a concern.

UC Education can grow and change to meet the needs of its students and the needs of our local P-12 partners. Double-majors in Elementary Education and Special Education (two K-6 certifications) and Elementary Education and Early Education (K-6, Pk-K) helps meet need for certified special educators and early education teachers while providing candidates with dual certification at no additional cost or time. However, a challenge related to the Special Education component of the program is finding a strong high school program for our Secondary Special Education candidates and student teachers. We continue to work with our partners and investigate best practices in order to find the best fit for our candidates.

UC is committed to the ISTE Digital Equity and Transformation Pledge. These standards have recently been integrated within targeted courses allowing students and candidates to interact with targeted technology used in local schools to maximize experience and preparation. Additionally, in-seat classes take place in a program-specific classroom with a smart podium for ease of technology use; some classes are offered in online or blended formats; university courses utilize eLearn (Moodle) so students can access materials, turn in work and interact with classmates/professors – which particularly benefits student-athletes whose teams travel.

The Pi Lambda Theta Education Honor Society and The EdUCation Club are two student groups established in Fall 2022 to encourage community building within the program and community service to Charleston and surrounding areas. These groups have already held social gatherings, service drives, and have investigated post graduate interests within the program. We believe student

groups offer an opportunity to be fully vested in the UC Education Program and the greater community of Charleston and encourage leadership within the profession.

The Education Learning Lab was established in Fall 2022. This intimate learning area is housed within the Education Program office offers an area to collaborate with partners and also acts as a technology workshop. We have held several professional learning sessions in this space and look forward to using the technology within to allow candidates to practice online instruction and other strategies, software, and apps to be used in local classroom.

I. AAQEP Guide Information

This report was written based on information from the 2022 Guide to AAQEP Accreditation.

J. Program Specification Table

UC Education Program Specification Table

University of Charleston Education Program Specification Table

Degree or Certificate granted by the institution or organization	**State Certificate, License, Endorsement, or Other Credential**	**Number of Candidates** enrolled in current academic year (as of 08/22)[1]	**Number of Completers** in most recently completed academic year (12 months ending 05/23)
Programs that lead to initial teaching credentials			
Elementary Education (K-6), BA	Elementary Education (K-6)	13	4
Elementary Education (K-6) /Special Education (K-6), BA	Elementary Education (K-6) / Multi-Categorical (K-6)	9	2
Elementary Education (K-6) Early Education (Pk-K), BA	Elementary Education (K-6) Early Education (Pk-K)	0	0
Secondary Special Education (5-AD), BS	Multi-Categorical (5-AD)	3	1
Total for programs that lead to initial credentials		25	7
Programs that lead to additional or advanced credentials for already-licensed educators			
Total for programs that lead to additional/advanced credentials			

[1] Count all candidates enrolled in the listed programs to date for the current academic year (12-month period).

Programs that lead to credentials for other school professionals or to no specific credential[2]			
Total for additional programs			
TOTAL enrollment and productivity for all programs		25	7
Unduplicated[3] total of all program candidates and completers		25	7

Program Location and Modality

If any of the above programs are offered at more than one location or via different or multiple modalities, please describe below, and link to any relevant descriptions on your website.

Physical Locations

All programs listed above are offered on the University of Charleston's main Charleston Campus.

Modalities (face-to-face, online, hybrid)

All programs listed are offered are in-person, face-to-face.

[2] These programs include noncertificate masters of education, doctoral programs, etc., OR those that lead to a license for noninstructional education staff with no teaching license as a prerequisite (e.g., school nurse, school social worker, school counselor, school business manager)

[3] *Unduplicated* refers to a total number of unique candidates or completers. Individuals who are working toward or earned more than one credential may appear in multiple rows above but should be counted only once here.

K. University of Charleston Education Program

Aspect Evidence Table

[UC Aspect Evidence Table Link]

Standard 1: Candidate/Completer Performance

Essential question: At the end of the program, are completers ready to fill their target professional role effectively?

To demonstrate that the University of Charleston's Education Program meets the requirements of Standard 1: Candidate/Completer Performance, we provide evidence for each aspect with relevant appendices and documents referenced, followed by an overall summary statement for Standard 1.

Standard 1 Aspect-Evidence Table

Measure	Program(s) for which measure is used	1a	1b	1c	1d	1e	1f	Data scope	Criteria for success	Perspectives*
Lesson Plan Rubric EDUC 497 or EDUC 422 UC Lesson Plan Rubric	-Elementary Education (K-6) -Elementary Education (K-6) / Multi-Categorical (K-6) -Elementary Education (K-6) Early Education (Pk-K)* -Multi-Categorical (5-AD)	x						2023 (rubric updated 2022 to align w WVTPA)	Emerging or above	1 Faculty *new program as of 2022-23 and no completer data yet
Student Teacher Assessment Rubric (STAR)	-Elementary Education (K-6)	x	x	x			x	2021-2023	Emerging or above	1,2 Faculty, P12 partner

EDUC 497 or EDUC 422 UC STAR	-Elementary Education (K-6) / Multi-Categorical (K-6) -Elementary Education (K-6) Early Education (Pk-K)* -Multi-Categorical (5-AD)									*new program as of 2022-23 and no completer data yet
Praxis PLT Test Results EDUC 497 or EDUC 422	-Elementary Education (K-6) -Elementary Education (K-6) / Multi-Categorical (K-6) -Elementary Education (K-6) Early Education (Pk-K)* -Multi-Categorical (5-AD)	x	x				x	2021-2023	Passing score PLT K-6 160 PLT 7-12 157	6 *new program as of 2022-23 and no completer data yet
Alumni survey UC Alumni and Completer Survey	-Elementary Education (K-6) -Elementary Education (K-6) / Multi-Categorical (K-6) -Elementary Education (K-6) Early Education (Pk-K)* -Multi-Categorical (5-AD)	x	x	x	x	x	x	2022-2023	Survey results reflecting satisfied/very satisfied or agree/strongly agree Numerical value or 3 or 4	3 Completer *new program as of 2022-23 and no completer data yet
Dispositions survey EDUC 299 EDCU 320	-Elementary Education (K-6)		x	x			x	2021-2023	Emerging or above	1, 2 Faculty P12 partner Candidate

EDUC 497 or EDUC 422 UC Dispositions Rubric	-Elementary Education (K-6) / Multi-Categorical (K-6) -Elementary Education (K-6) Early Education (Pk-K)* -Multi-Categorical (5-AD)									*new program as of 2022-23 and no completer data yet
West Virginia Teacher Performance Assessment (WVTPA) EDUC 497 or EDUC 422 WVTPA 4.0 -with AAQEP Standards.docx	-Elementary Education (K-6) -Elementary Education (K-6) / Multi-Categorical (K-6) -Elementary Education (K-6) Early Education (Pk-K)* -Multi-Categorical (5-AD)	x	x	x	x	x	x	2021-2023	Emerging or above in all areas	1, 5 Faculty *new program as of 2022-23 and no completer data yet
First year employment Evaluations (requested, but not available at this time)	--Elementary Education (K-6) Elementary Education (K-6) / Multi-Categorical (K-6) -Elementary Education (K-6) Early Education (Pk-K)* -Multi-Categorical (5-AD)	x								4 P12 partner *new program as of 2022-23 and no completer data yet

Perspective Key: 1 = Program faculty assessment of candidates (e.g., dispositions rubric, course assessment) **2 = Rating by P-12 partner in clinical setting** (early fieldwork, student teaching, or internship) **3 = Information provided by completers** (as in a survey, focus group, other) **4 = Information provided by graduates' employers** (as in a survey, focus group, other) **5 = Direct performance assessment in the culminating clinical internship** (required for initial licensure programs) **6 = State licensure test results** (for programs leading to certification or licensure)

Part Two: Evidence

Section I
The Case for Standard 1: Candidate/ Completer Performance
Key question:
At the end of the program, are completers ready to fill their target professional role effectively?

To demonstrate that the University of Charleston's Education Program meets the requirements of Standard 1: Candidate/Completer Performance, we provide evidence for each aspect. Below is an overview of the sources we have selected as evidence.

Sources selected as evidence:

1. **UC Lesson Plan Rubric:** The UC Lesson Plan Rubric was updated in Spring 2022 to reflect the established Design for Instruction Rubric found in the WVTPA. The new rubric was implemented in Fall 2022 and we began gathering data in Spring 2023. This change was made to allow students to have consistent experiences with lesson plan expectations and concepts throughout their time in the UC Education Program, thus always working toward growth and mastery related to all requirements of the UC Lesson Plan Rubric and therefore the WVTPA Design for Instruction Rubric.

   Following each lesson taught (6 lessons observed by UC Faculty over the 14-week student teacher/residency placement), candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress related to lesson planning throughout the semester during monthly program meetings and during informal discussions. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers believe they have gained the content knowledge and skills necessary for professional practice. Earned scores are: Distinguished (4 points), Accomplished (3 points), Emerging (2 points), and Unsatisfactory (1 point). Candidates must score Emerging or above in all categories to successfully complete Student Teaching.

   While the UC Lesson Plan Rubric is used throughout a student's time in the program, our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the Spring 2023 semester. Moving forward this data will eb collected and analyzed each semester.

   a. UC Lesson Plan Rubric
   b. UC Lesson Plan Rubric Areas of Focus

i. **Factors in Planning** -- Plan based on standards and goals, students' characteristics, interests, and learning context. Pre-assessment data and context are used to guide the development of your plan or unit.
ii. **Consultation** – Describe the process of consulting with other clinical educators (i.e., all educator preparation provider (EPP) and P-12-school-based individuals, including classroom teachers, who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the clinical experiences)
iii. **Instructional Strategies** -- Plan for and design for a variety of instructional strategies to be used for student learning that are evidence based and developmentally appropriate.
iv. **Instructional Strategy/Rationale** – Identify and provide a rationale for instructional strategies chosen for each learning goal.
v. **Learning Resources** – Identify and provide a rationale for the selected learning resources. (Include technology where appropriate.)
vi. **Differentiated Instruction** - Describe strategies to meet diverse learning needs of any students for whom you will need to differentiate instruction including those with IEPs.

2. **UC Student Teacher Assessment Rubric (STAR):** The UC STAR is based on Standards 1-5 of the West Virginia Department of Education Office of School Improvement's Evaluation Rubric for Teachers: WVDE Evaluation Rubric for Teachers. Following each lesson taught (6 lessons observed by UC Faculty over the 14-week student teaching/residency placement), candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress throughout the semester during monthly program meetings and during informal discussions. **Student teachers are required to achieve scores of Emerging (2) or higher in all areas.**

Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years.

c. UC STAR
d. UC STAR Areas of Focus
    i. Standard 1 Curriculum and Planning
    ii. Standard 2 The Learner and the Learning Environment
    iii. Standard 3 Teaching
    iv. Standard 4 Professional Responsibilities for Self-Renewal
    v. Standard 5 Professional Responsibilities for School and Community

2. **Praxis PLT Results: Until July 1, 2023,** UC Education Program candidates are required to take the Praxis PLT in their designated content area (PLT K-6 for Elementary Education or Elementary and Special Education, PLT 7-12 for

Secondary Special Education). This requirement was twofold. It was a University of Charleston requirement for graduation and a WVDE requirement for initial licensure. UC Education Program graduates were required to pass the Praxis PLT in addition to passing the WVTPA. However, the WVDE is recently (during writing of this QAR) approved the WVTPA as an acceptable teacher performance assessment in WV. UC is a member of a cohort comprised of several institutions which had been gathering data to document and support WVTPA as a valid and reliable teaching performance assessment. Since WVTPA has been approved, UC candidates are no longer be required to take the Praxis PLT for initial licensure and this graduation requirement has also been removed. However, we still offer this data as support.

Our data is drawn from candidates who have taken the Praxis PLT after completing all coursework and during the student teaching/residency during the 2021-2023 academic years.

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3. **UC Alumni Survey:** The UC Alumni Survey is a local, program developed survey shared with completers following their graduation from the UC Education Program. This survey was created in the Fall of 2022. Prior to the UC Alumni Survey two external surveys had been used: NExT Exit Survey and Skyfactor. NeXT Exit Survey was used throughout the state of West Virginia during the last accreditation cycle and through Fall of 2021. In fall 2021 the WV Higher Education Policy Commission asked for institution to pilot the Skyfactor Completer Survey following a WVDE decision that the NeXT Exit Survey would no longer be used. Along with several other institutions UC volunteered to pilot the Skyfactor survey. UC received zero responses to the initial piloted survey. After other pilot institutions reported the same lack of response it was determined that Skyfactor would not be pursued and EPPs were encouraged to create their own surveys if required for accreditation.

   UC created the survey linked below and initially worked with the UC Office Alumni Relations to share the survey. The Alumni Office would not share emails of program graduates. The Alumni Office did however agree to share the survey with recent alumni. This initial sharing brought zero responses as well. The Office of Alumni had mentioned that the email might go to junk, which could explain a lack of response. Finally, Dr. Divita gathered completer and alumni emails through social media contacts and word of mouth and began to collect non-school emails prior to graduation. We were thrilled to receive eight responses once the survey was sent via email from Dr. Divita's school email account. We feel this response supports our belief that the personal connections created in the program can offer continued support for our alumni and the program itself.

   Our data is drawn from survey respondents who report program completion 2018-Spring 2023.
   a. UC Alumni and Completer Survey

4. **UC Dispositions Survey:** Upon graduation, UC's candidates display the dispositions of effective educators through their interactions with staff, teachers, faculty, educational specialists, community stakeholders, students, and other learners. Their dispositions are assessed by cooperating teachers, cooperating mentors, program directors, faculty, and

candidate self-analysis. As students' progress through benchmarks, which reflect the milestones of pre-admission to the Teacher Education Program (pre-candidacy), admission to the program (candidacy), and student teaching/residency (program completion), they are required to demonstrate an understanding of "Know, Do, Be" at increasingly sophisticated degrees.

Dispositions are introduced and initially and informally self-assessed in EDUC 100 Introduction to Education. They are next formally assessed by Education Program Faculty during EDUC 299 Theories of Learning and Teaching as part of the Panels Program Admission Process. To be admitted to the Education Program the student must demonstrate dispositions Emerging (1) or higher. If a student does not demonstrate such dispositions, the student may receive provisional program admission with the understanding that they have two semesters to meet the requirement. In such a situation, faculty work with the student to offer support, resources, and opportunities for growth and development such as frequent conferencing both before and after lessons to be planned or taught. Self-assessment of dispositions occurs formally during EDUC 320 Integrated Methods which follows program admission usually during junior year. Final disposition assessment occurs in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area and are assessed by the cooperating teacher.

Our data is drawn from the years 2021-2023 in the following courses: EDUC 299 (pre-candidacy), EDUC 320 (candidacy), and EDUC 422 or EDUC 497 (program completion) during the 2021-2023 academic years.

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a. UC Dispositions Rubric
b. UC Dispositions Areas of Focus
    i. Impact
    ii. Professional Identity and Continuous Growth
    iii. Leadership
    iv. Advocacy
    v. Collaboration
    vi. Ethics

5. **West Virginia Teacher Performance Assessment (WVTPA):** The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all UC candidates during the culminating student teaching/residency 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); 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 record and analyze teaching episodes. After teaching the unit, candidates 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 trained UC Education Program Faculty. The four-point rating scale on each rubric reflects the same descriptors used for beginning teachers 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 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. Candidate performance on the TPA is used to provide evidence for program completion. Candidates include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that taught. Each of these are a required part of the TPA. If one or more sections are omitted, the candidate is required to remediate and re-do the TPA.

Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years.

a. WVTPA
b. WVTPA Areas of Focus
    i. Contextual Factors
    i. ii. Standards and Goals
    ii. Assessment Plan
    iii. Design for Instruction
    iv. Implementation and Reflection on Daily Learning
    v. Impact on Student Learning
    vi. Reflection and Self-Evaluation

Standard 1: Candidate/Completer Performance

Essential question: At the end of the program, are completers ready to fill their target professional role effectively?

To demonstrate that the University of Charleston's Education Program meets the requirements of Standard 1: Candidate/Completer Performance, we provide evidence for each aspect with relevant appendices and documents referenced, followed by an overall summary statement for Standard 1.

1a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought

Across the University of Charleston's Education Program, we consistently provide candidates with content, professional and pedagogical knowledge and skills. This is evidenced by results from multiple sources and multiple perspectives, including: UC Lesson Plan Rubric (faculty), Student Teacher Assessment Rubric (STAR) data (faculty/P12 partners), Praxis Test Results, Alumni surveys (completer perspective), and West Virginia Teacher Performance Assessment (WVTPA). The evidence is presented here:

UC Lesson Plan Rubric Data Table

The UC Lesson Plan Rubric was updated in Spring 2022 to reflect the established Design for Instruction Rubric found in the WVTPA. The new rubric was implemented in Fall 2022 and we began gathering data in Spring 2023. This change was made to allow students to have consistent experiences with lesson plan expectations and concepts throughout their time in the UC Education Program, thus always working toward growth and mastery related to all requirements of the UC Lesson Plan Rubric and therefore the WVTPA Design for Instruction Rubric. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers believe they have gained the content knowledge and skills necessary for professional practice. Earned scores are: Distinguished (4 points), Accomplished (3 points), Emerging (2 points), and Unsatisfactory (1 point). **Candidates must score Emerging (2) or above in all categories to successfully complete Student Teaching.**

Following each lesson taught (6 lessons observed by UC Faculty over the 14-week student teacher/residency placement), candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress related to lesson planning throughout the semester during monthly program meetings and during informal discussions.

UC Lesson Plan Rubric Data Charts Standard 1a

UC Lesson Plan Rubric

To address Standard 1a, *Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought,* student teachers were assessed using the UC Lesson Plan Rubric. The data we share shows results of these assessment at three points in time: initial assessment, midterm assessment, and final assessment. Data is disaggregated into two groups: Elementary Education (2 completers) and Special Education (3 completers). In this case we have combined the Elementary Education/Special Education (2 completers) and Secondary Special Education (1 completer) due to a low n. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers mastered content, pedagogical, and/or professional knowledge relevant to the credential or degree sought. Those areas directly related to Standard 1a are:

- Factors in Planning
- Instructional Strategies
- Rationale for Instructional Strategies
- Learning Resources

1. **Factors in Planning** provides evidence for **Standard 1a by supporting candidates to apply pedagogical knowledge** related to contextual factors, pre-assessment data, prior knowledge, individual needs, and learning styles by integrating these factors into the lesson plan.

As seen in the first chart below, **Spring 2023 data reflects a mean score of 4 (Distinguished) for Elementary Education Program** student teachers during each of the three assessments. We believe that our course focus on knowing and connecting with students prioritizes these pedagogical factors as fundamental to teaching,

The second chart for **Secondary Special Education and Elementary/Special Education displays the following mean scores for Spring 2023: Initial attempt=3.7, Midterm Attempt=3.7, Final Attempt=3.3**. While these scores meet requirements, faculty discussed the drop in the mean score during the final attempt. This slight decrease was due to a lack of contextual details from two student teachers. They adequately identified contextual factors and other factors in planning, but details could have been stronger. Since both students had provided strong context information in the past, Field Instructors believe this was in part due to the end of the year setting and an oversight as students were trying to finalize all required paperwork and graduation items.

2.**Instructional Strategies** provides evidence for Standard 1a **by supporting candidates to apply pedagogical and professional knowledge** related to designing student centered, diverse, evidence-based instruction that moves each student toward independent learning.

As seen in the first chart below, **Spring 2023 data reflects a mean score of 3.5 for Elementary Education Program** student teachers for the first two attempts and a mean score of 4 (Distinguished) for the final attempt. Both students obviously met requirements and we believe this improvement in scores came from conferencing with Education Program Faculty and cooperating teachers and by being immersed in the classroom setting. This immersion allows student teachers to be more comfortable and confident with a variety of instructional strategies through observation and practice. Following each observation student teachers meet with faculty to discuss feedback on the Lesson Plan Rubric (as well as the STAR) and they also conference with their cooperating teacher after teaching and throughout their placements. Feedback is specific and detailed with candidates often asking questions, reflecting, and making notes to refer to for their next evaluation.

The second chart for Secondary Special Education and Elementary/Special Education displays the following mean scores for Spring 2023: 3.3 for First Attempt and 3.7 for Midterm and Final Attempts. All students me requirements and showed growth throughout their placement for Instructional Strategies in lesson Planning due to the same support and practices mentioned above for Elementary Education Student Teachers.

3. **Rationale for Instructional Strategies** provides evidence for Standard 1a **by supporting candidates to apply content, pedagogical, and professional knowledge** as they explain their choice of instructional strategies to facilitate individual and whole class learning and how those choices are related to content, pedagogy, and professional knowledge.

As seen in the first chart below, **Spring 2023 data reflects a mean score of 3 (Accomplished) for the initial attempt and 4 (Distinguished) for both the Midterm and Final Attempts**. This significant growth can be attributed to individual conferencing (student teacher and UC Faculty) and discussion about what a rationale is and why it is important to consider your rationale when planning a lesson. The idea of a rationale was somewhat confusing and abstract to students when we introduced the updated Lesson Plan Rubric, but such conferences and classroom experiences and discussions are helping to

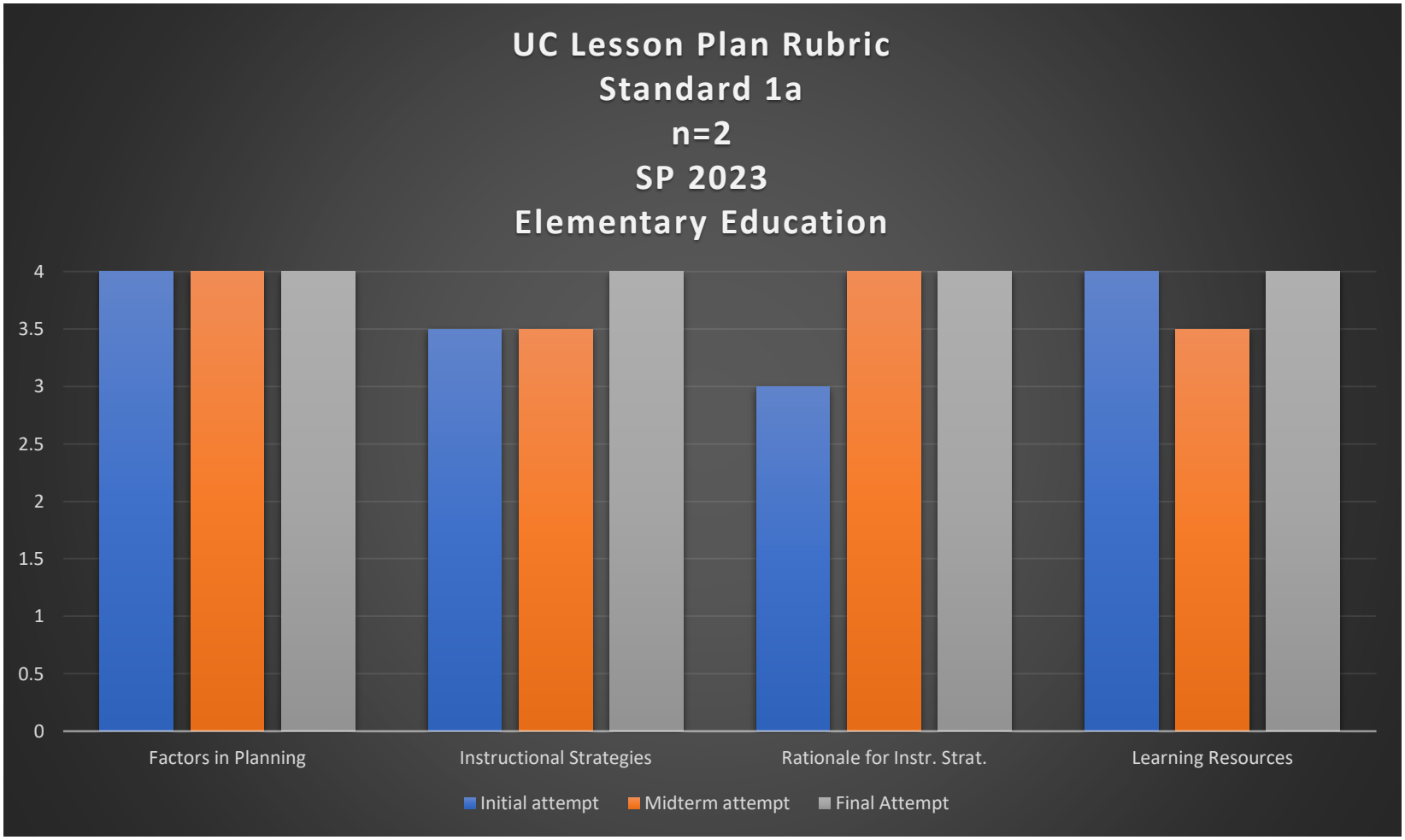
clarify and solidify the idea and its importance. These conferences integrate Standard 1a's components content, pedagogy, and professional knowledge.

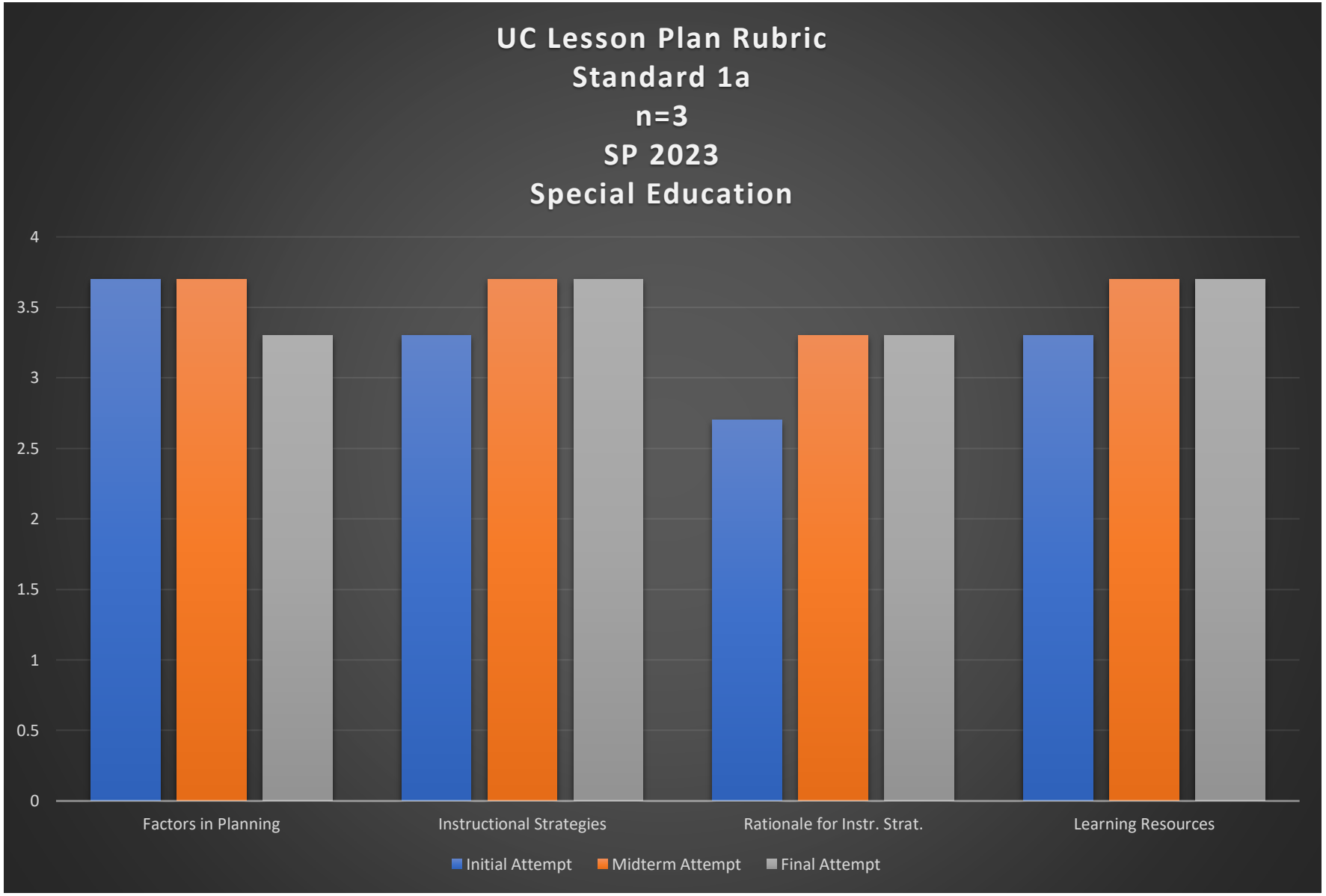
The second chart for **Secondary Special Education and Elementary/Special Education displays the following mean scores for Spring 2023: 2.7 Initial Attempt and 3.3 for Midterm and Final Attempts**. This significant growth can be attributed to individual conferencing (student teacher and UC Faculty) and discussion about what a rationale is and why it is important to consider your rationale when planning a lesson. The idea of a rationale was somewhat confusing and abstract to students when we introduced the updated Lesson Plan Rubric, but such conferences and classroom experiences and discussions are helping to clarify and solidify the idea and its importance. These conferences integrate Standard 1a's components content, pedagogy, and professional knowledge.

4.**Learning Resources** provides evidence for Standard 1a **by supporting candidates to apply content, pedagogical, and professional knowledge** as they explain integration of instructional resources, materials, and technology and also plan for the use of technology to enhance learning and manage and track performance.

As seen in the first chart below, Spring 2023 data reflects a mean score of 4 (Distinguished) for the Initial Attempt, 3.5 for the Midterm Attempt, and 4 (Distinguished) for the Final Attempt. These successful scores are reflective of the variety of instructional resources, materials, and technology applications candidates are exposed to and experience in Education Program courses throughout the program.

The second chart for **Secondary Special Education and Elementary/Special Education displays the following mean scores for Spring 2023: 3.3 Initial Attempt and 3.7 for Midterm and Final Attempts**. These successful scores are reflective of the variety of instructional resources, materials, and technology applications candidates are exposed to and experience in Education Program courses throughout the program.


UC Lesson Plan Rubric
Standard 1a
n=2
SP 2023
Elementary Education
4
3.5
3
2.5
2
1.5
1
0.5
0
Factors in Planning
Instructional Strategies
Rationale for Instr. Strat.
Learning Resources
Initial attempt
Midterm attempt
Final Attempt


UC Lesson Plan Rubric
Standard 1a
n=3
SP 2023
Special Education
4
3.5
3
2.5
2
1.5
1
0.5
0
Factors in Planning
Instructional Strategies
Rationale for Instr. Strat.
Learning Resources
Initial Attempt
Midterm Attempt
Final Attempt

STAR Data Table The UC STAR is based on Standards 1-5 of the West Virginia Department of Education Office of School Improvement's Evaluation Rubric for Teachers: WVDE Evaluation Rubric for Teachers. Following each lesson taught (6 lessons observed by UC Faculty over the 14-week student teaching/residency placement), candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress throughout the semester during monthly program meetings and during informal discussions. **Student teachers are required to achieve scores of Emerging (2) or higher in all areas**.

Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years.

UC Student Teacher Assessment Rubric (STAR) Data Charts Standard 1a

UC Student Teacher Assessment Rubric (STAR)

To address Standard 1A, *Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought,* student teachers were assessed using the UC Student Teacher Assessment Rubric. The data we share shows results of these assessments during the candidate's final evaluation. Data is disaggregated into three groups: Elementary Education, Elementary Special Education, and Secondary Special Education for the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers mastered content, pedagogical, and/or professional knowledge relevant to the credential or degree sought. Those areas directly related to Standard 1a are:

Standard 1.2: The teacher candidate designs standards-driven instruction using state-approved curricula.

Standard 1.3: The teacher candidate uses a balanced assessment approach to guide student learning.

Standard 3.1: The teacher candidate utilizes a variety of research-based instructional strategies.

These STAR standards are shown in green for 2021-2022 and black for 2022-2023.

Standard 1.2: The teacher candidate designs standards-driven instruction using state-approved curricula.

In the first chart for **Elementary Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted and account for the slight differences in the means below, **a mean of 4 (Distinguished) for 2021-2022 and a mean of 3.75 for 2022-2023** reflects candidates who are well prepared to successfully design standards-drive instruction suing state-approved curricula, thus supporting Standard 1a's requirement that completers have content, pedagogical, and/or professional knowledge relevant to the credential or degree sought.

In the second chart for **Elementary and Special Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted, **a mean of 4 (Distinguished) was earned by all candidates for 2021-2022 and 2022-2023** reflects candidates who are well prepared to successfully design standards-drive instruction suing state-approved curricula, thus supporting Standard 1a's requirement that completers have content, pedagogical, and/or professional knowledge relevant to the credential or degree sought.

In the third chart for **Secondary Special Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted for both years, **a mean of 3 (Accomplished) was earned by both candidates for 2021-2022 and 2022-2023** reflects candidates who are well prepared to successfully design standards-drive instruction suing state-approved curricula, thus supporting Standard 1a's requirement that completers have content, pedagogical, and/or professional knowledge relevant to the credential or degree sought.

Standard 1.3: The teacher candidate uses a balanced assessment approach to guide student learning.

In the first chart for **Elementary Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted **a mean of 4 (Distinguished) for 2021-2022 and 2022-2023** reflects candidates who are well prepared to successfully use a balanced assessment approach to guide student learning, thus supporting Standard 1a's requirement that completers have content, pedagogical, and/or professional knowledge relevant to the credential or degree sought.

In the second chart for **Elementary and Special Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted **a mean of 4 (Distinguished) for 2021-2022 and 2022-2023** reflects candidates who are well prepared to successfully use a balanced assessment

approach to guide student learning, thus supporting Standard 1a's requirement that completers have content, pedagogical, and/or professional knowledge relevant to the credential or degree sought.

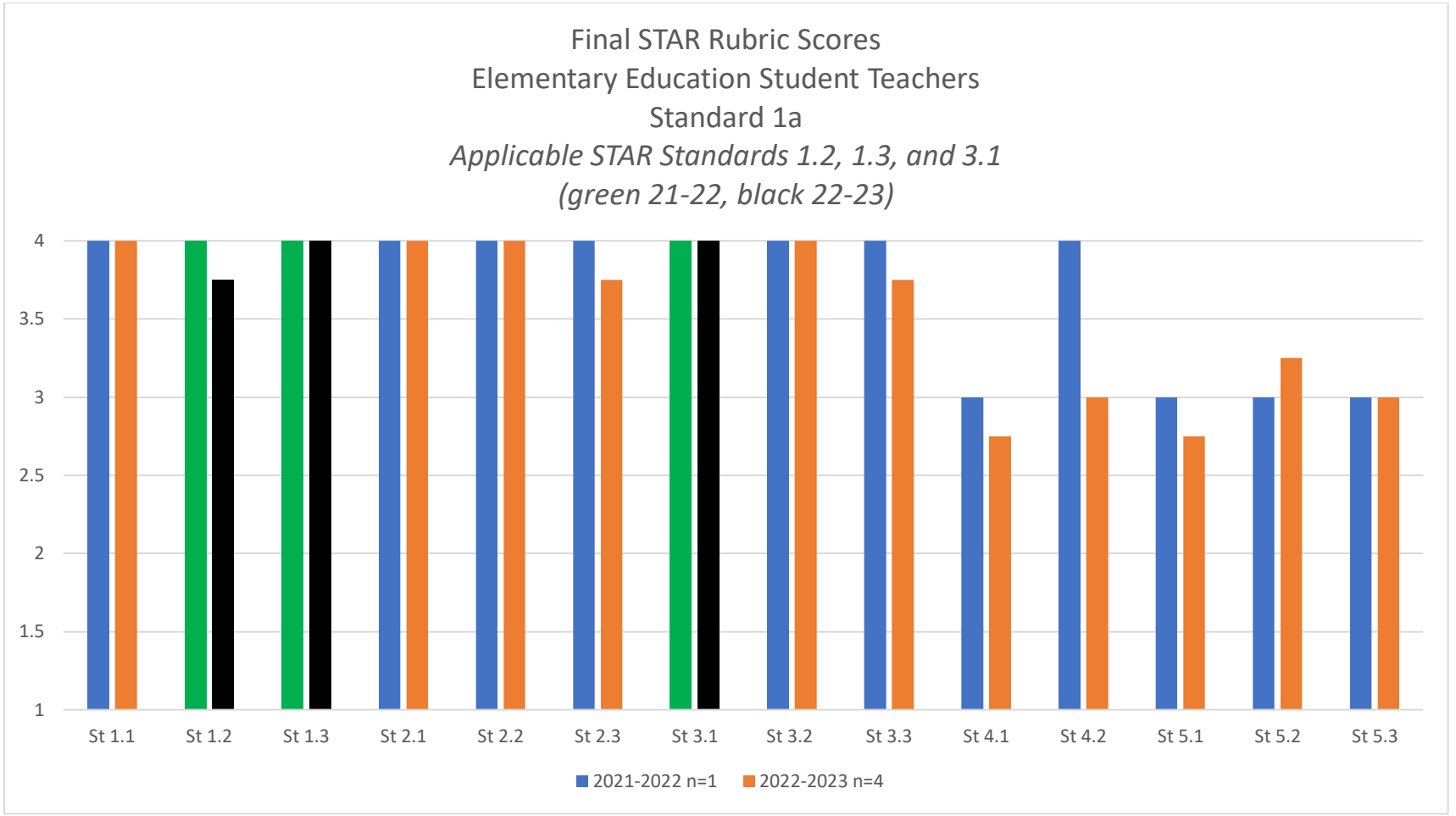
In the third chart for **Secondary Special Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted for both years, **a mean of 3 (Accomplished) was earned by both candidates for 2021-2022 and 2022-2023** reflects candidates who are well prepared to successfully use a balanced assessment approach to guide student learning, thus supporting Standard 1a's requirement that completers have content, pedagogical, and/or professional knowledge relevant to the credential or degree sought.

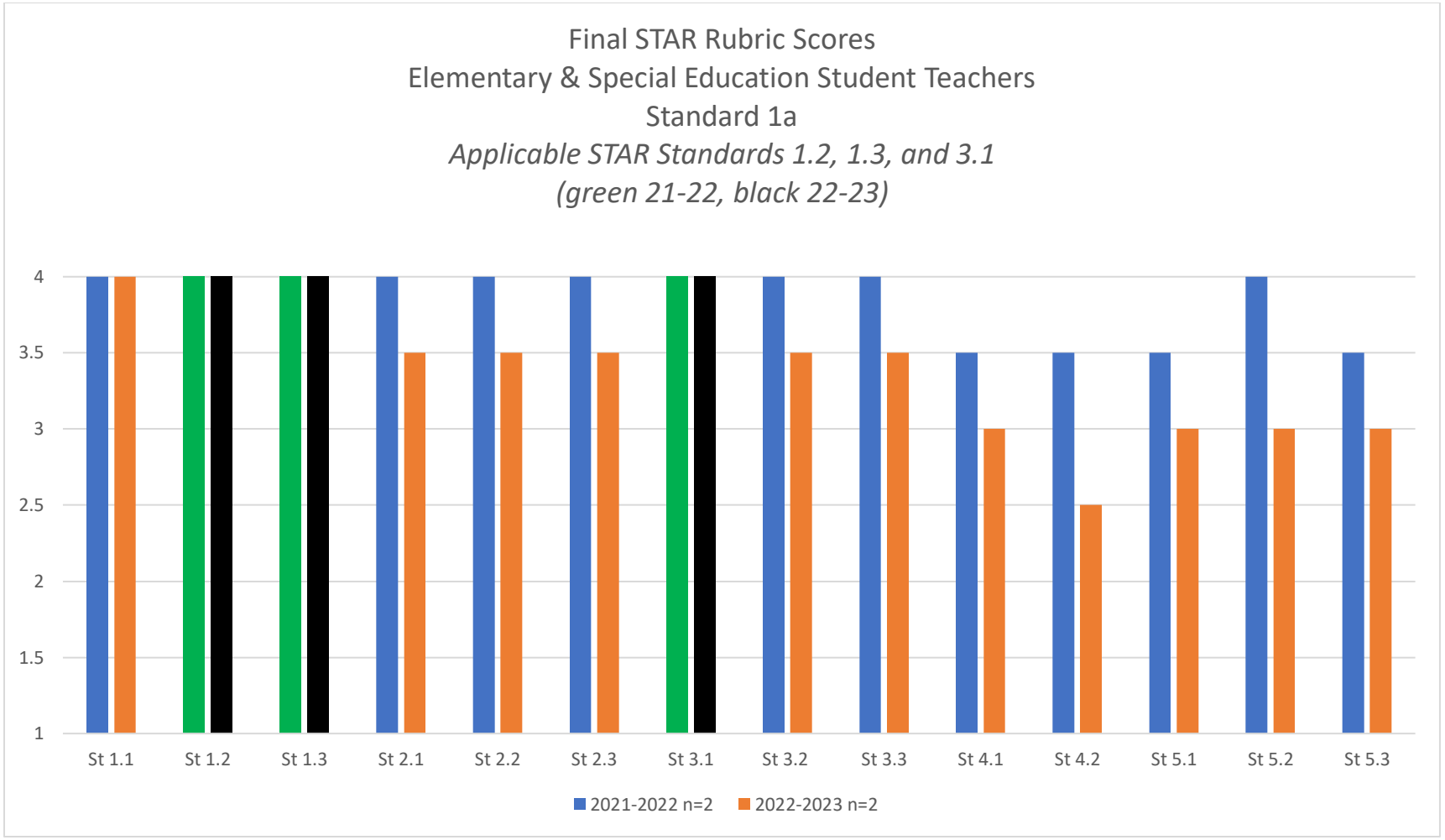
Standard 3.1: The teacher candidate utilizes a variety of research-based instructional strategies.

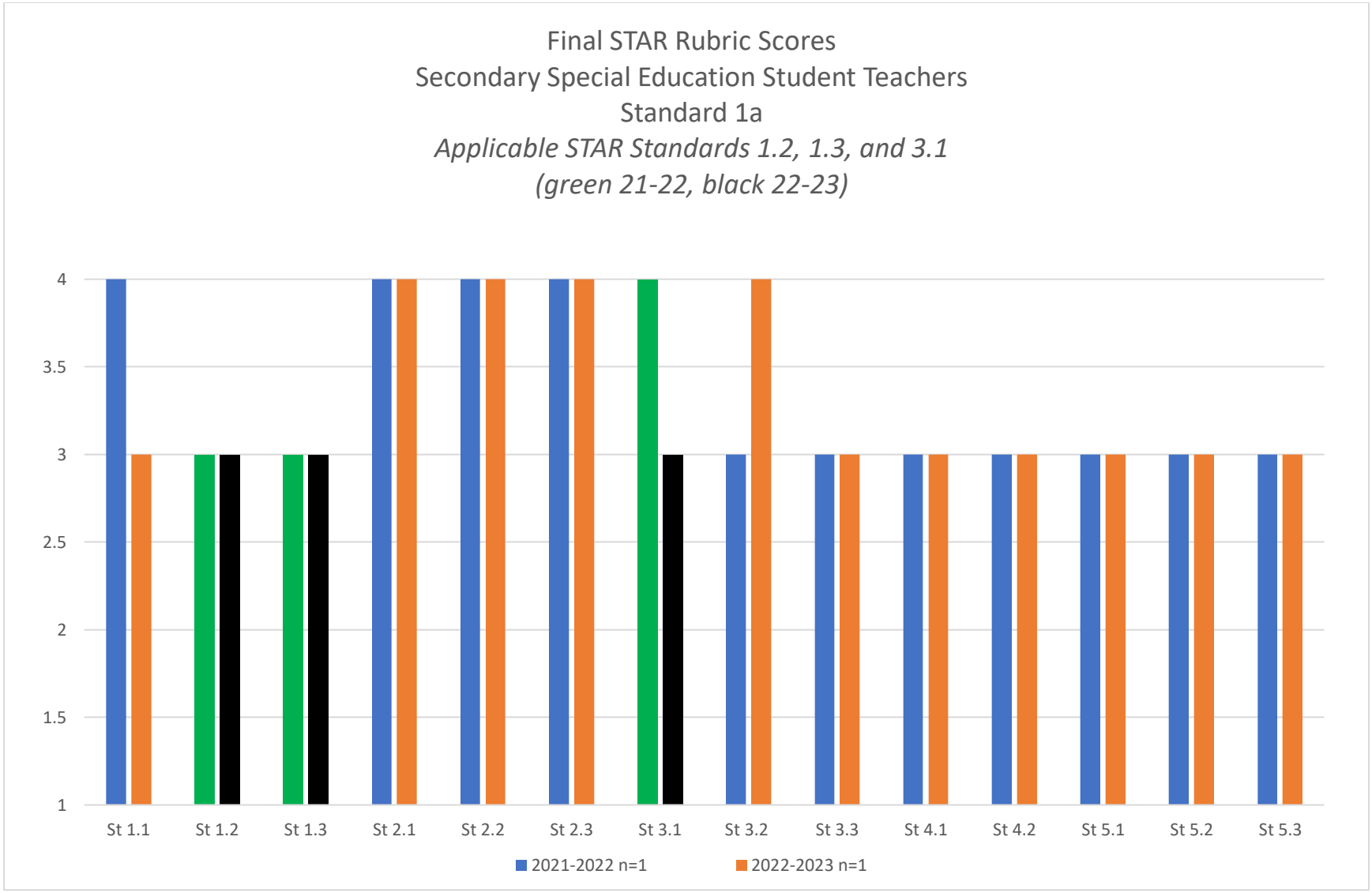
In the first chart for **Elementary Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted **a mean of 4 (Distinguished) for 2021-2022 and 2022-2023** reflects candidates who are well prepared to successfully utilize a variety of research-based instructional strategies, thus supporting Standard 1a's requirement that completers have content, pedagogical, and/or professional knowledge relevant to the credential or degree sought.

In the second chart for **Elementary and Special Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted **a mean of 4 (Distinguished) for 2021-2022 and 2022-2023** reflects candidates who are well prepared to successfully utilize a variety of research-based instructional strategies, thus supporting Standard 1a's requirement that completers have content, pedagogical, and/or professional knowledge relevant to the credential or degree sought.

In the third chart for **Secondary Special Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted for both years, **a score of 4 (Distinguished) was earned by the candidate from 2021-2022 and a score of 3 (Accomplished) was earned by the candidate from 2022-2023.** These scores reflect candidates who are well prepared to successfully utilize a variety of research-based instructional strategies, thus supporting Standard 1a's requirement that completers have content, pedagogical, and/or professional knowledge relevant to the credential or degree sought.


Final STAR Rubric Scores
Elementary Education Student Teachers
Standard 1a
Applicable STAR Standards 1.2, 1.3, and 3.1
(green 21-22, black 22-23)
4
3.5
3
2.5
2
1.5
1
St 1.1
St 1.2
St 1.3
St 2.1
St 2.2
St 2.3
St 3.1
St 3.2
St 3.3
St 4.1
St 4.2
St 5.1
St 5.2
St 5.3
2021-2022 n=1
2022-2023 n=4


Final STAR Rubric Scores
Elementary & Special Education Student Teachers
Standard 1a
Applicable STAR Standards 1.2, 1.3, and 3.1
(green 21-22, black 22-23)
4
3.5
3
2.5
2
1.5
1
St 1.1
St 1.2
St 1.3
St 2.1
St 2.2
St 2.3
St 3.1
St 3.2
St 3.3
St 4.1
St 4.2
St 5.1
St 5.2
St 5.3
2021-2022 n=2
2022-2023 n=2


Final STAR Rubric Scores
Secondary Special Education Student Teachers
Standard 1a
Applicable STAR Standards 1.2, 1.3, and 3.1
(green 21-22, black 22-23)
4
3.5
3
2.5
2
1.5
1
St 1.1
St 1.2
St 1.3
St 2.1
St 2.2
St 2.3
St 3.1
St 3.2
St 3.3
St 4.1
St 4.2
St 5.1
St 5.2
St 5.3
2021-2022 n=1
2022-2023 n=1

Praxis Test results Data Table

Praxis Principles of Learning and Teaching (PLT) results: Until July 2023, UC Education Program candidates are required to take the Praxis PLT in their designated content area (PLT K-6 for Elementary Education or Elementary and Special Education, PLT 7-12 for Secondary Special Education). This requirement was twofold. It was a University of Charleston requirement for graduation and a WVDE requirement for initial licensure. UC Education Program graduates were required to pass the Praxis PLT in addition to passing the WVTPA. However, the WVDE is recently (during writing of this QAR) approved the WVTPA as an acceptable teacher performance assessment in WV. UC is a member of a cohort comprised of several institutions which had been gathering data to document and support WVTPA as a valid and reliable teaching performance assessment. Since WVTPA has been approved, UC candidates are no longer be required to take the Praxis PLT for initial licensure and this graduation requirement has also been removed. However, we still offer this data as support.

The Praxis PLT assesses new teacher's knowledge and understanding of educational practices foundational to beginning a career as a professional educator. The test is designed to reflect the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. The test content assesses key indicators of the beginning educator's knowledge of topics such as human development, learning processes, instructional processes, diverse learners, educational psychology, and professional issues. Examinees taking Principles of Learning and Teaching (PLT) will typically have completed, or will have nearly completed, an undergraduate education program. Each test includes questions that apply specifically to the stated grade range of the test as well as some that are universal to all grade levels. (ETS Praxis Study Companion wwww.ets.org)
Elementary Education or Elementary and Special Education candidates are required to earn a score of 160 to pass the K-6 Praxis PLT.

Secondary Special Education candidates are required to earn a score of 157 to pass the 7-12 Praxis PLT.

Our data is drawn from candidates who have taken the Praxis PLT after completing all coursework and during the student teaching/residency during the 2021-2023 academic years.

UC Principles of Learning and Teaching Data Charts

Elementary Education and Elementary Education & Special Education candidates are required to earn a score of 160 on the Praxis PLT K-6 to pass. Secondary Special Education candidates are required to earn 157 on the Praxis

PLT 7-12 to pass. All completers from the academic years 2021-2022 and 2022-2023 successfully passed the Praxis PLT exam for their specifical area. The charts below show the mean of these scores, but a low n should again be noted.
In the Elementary Education Program, the candidate for **2021-2022 scored a 174** on the Praxis PLT K-6. The mean for the four candidates from the **2022-2023 cohort was 177**.

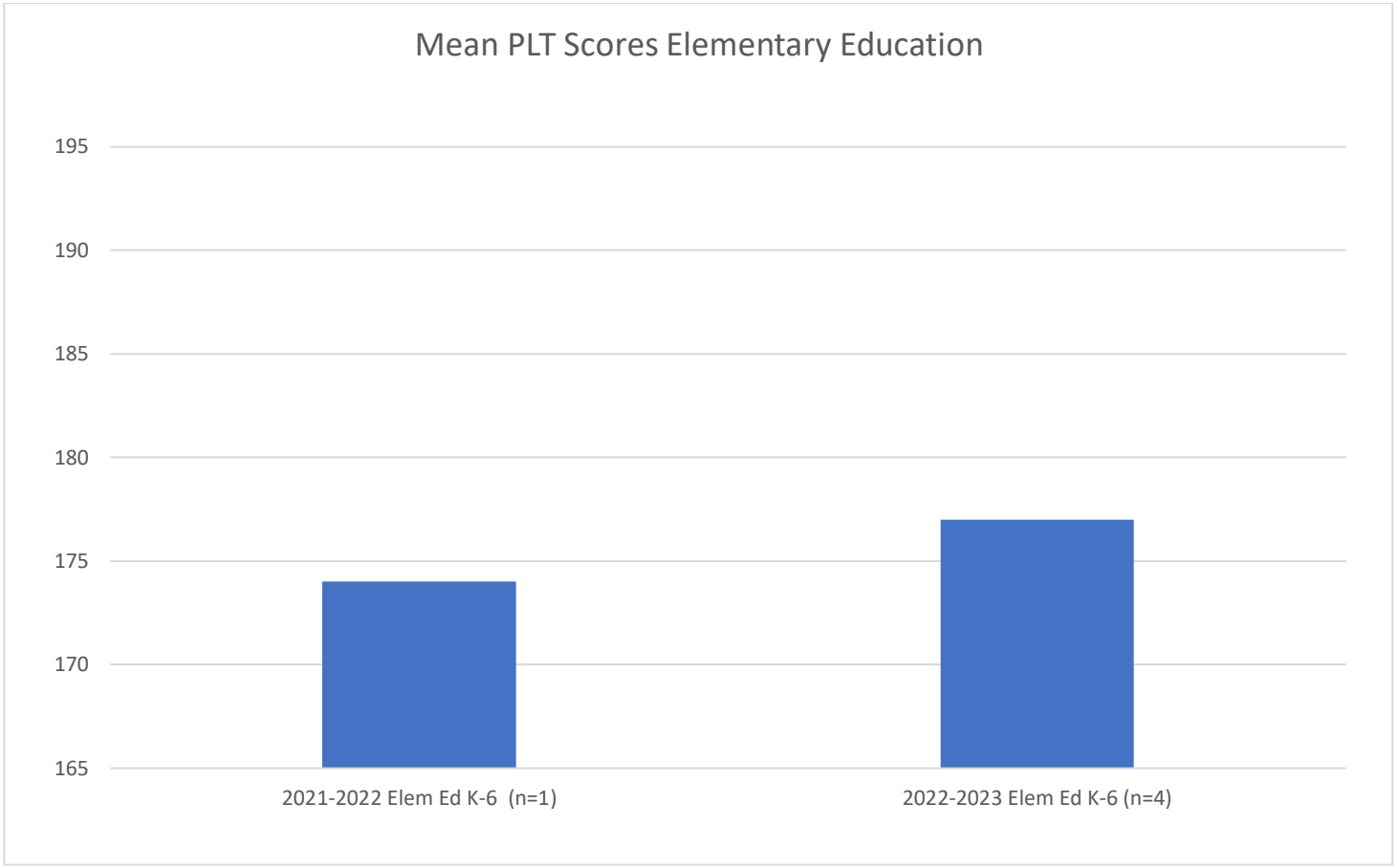
In the Elementary and Special Education Program, the mean score for **2021-2022 candidates (n=2) was 170** while the mean score for **2022-2023 candidates (n=2) was 178.5**

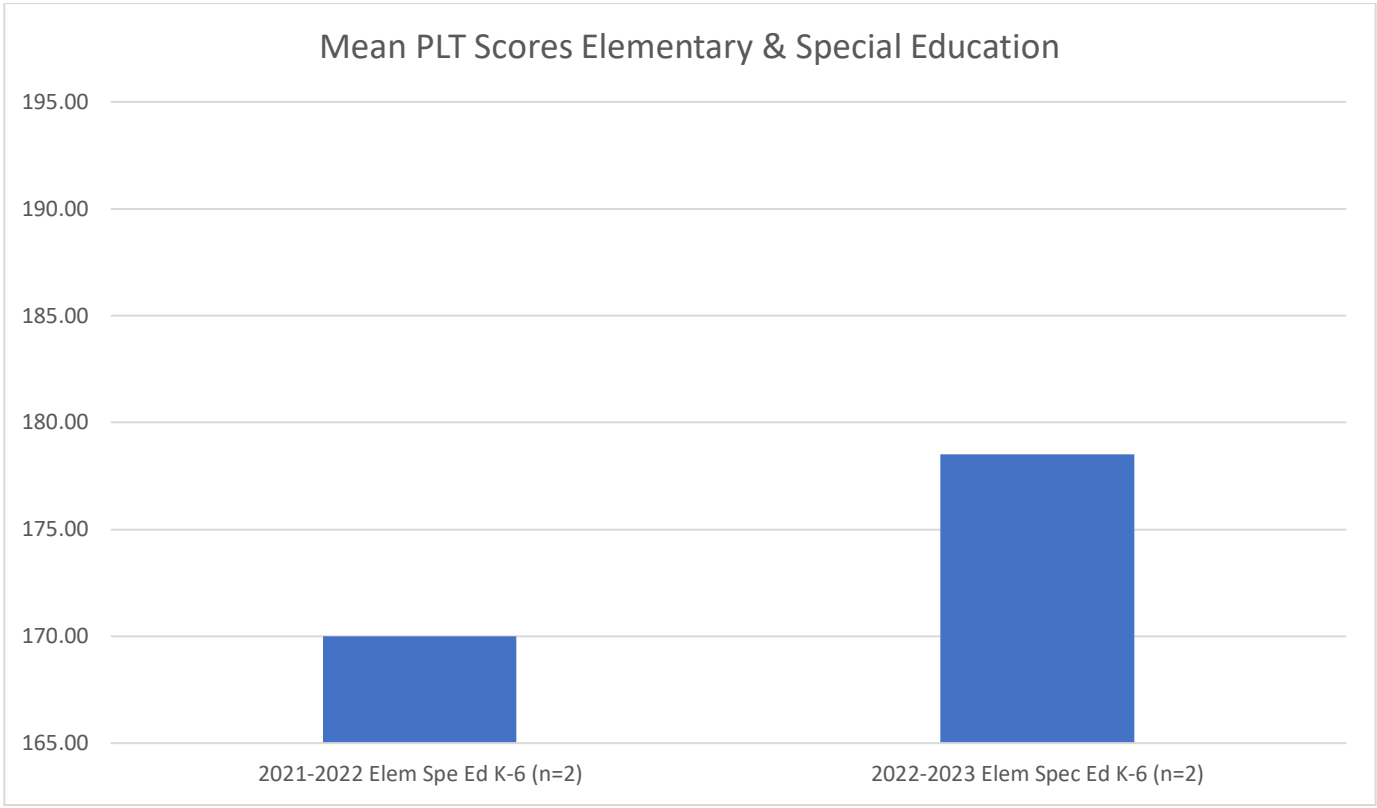
In the Secondary Special Education Program there was one candidate for each academic year, as is currently typical for this area of study. The **2021-2022 candidate scored 183** and the **2022-2023 candidate scored 191**.

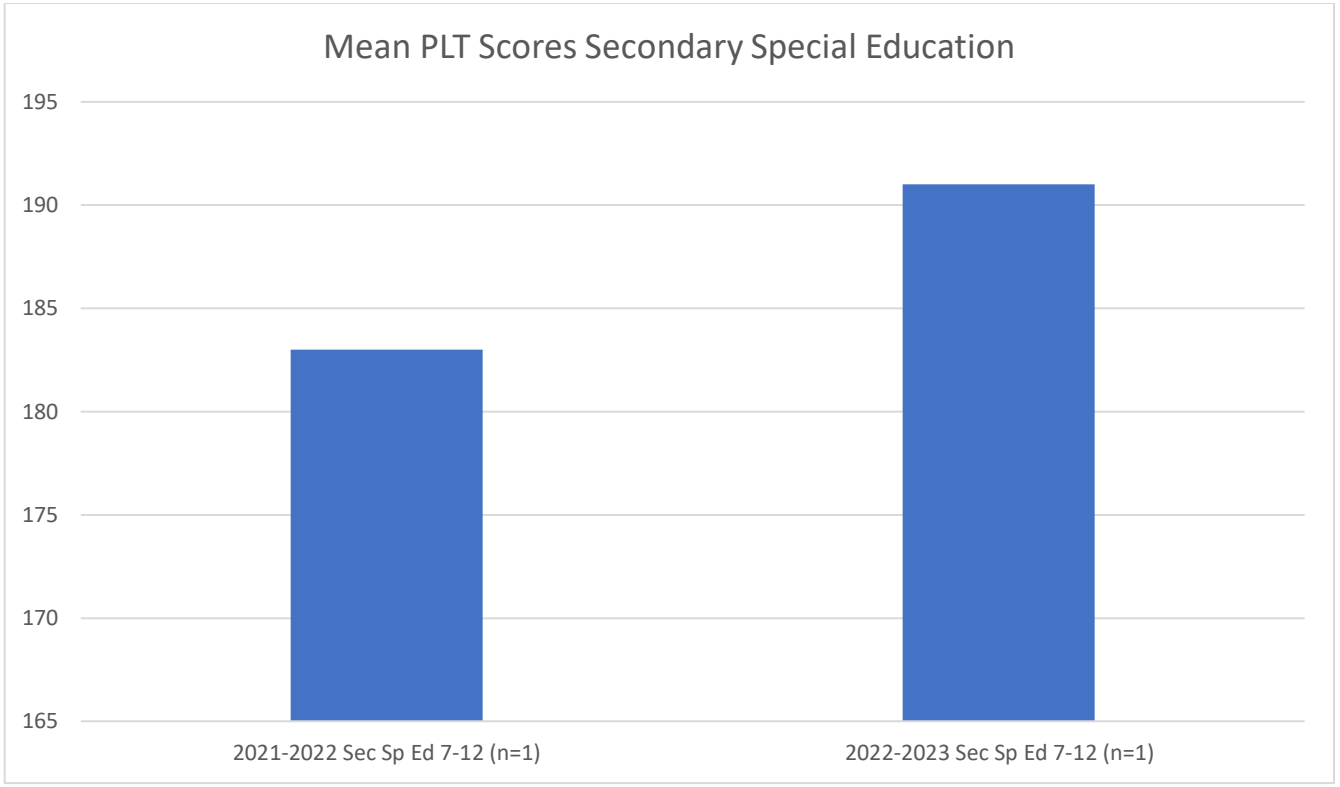
There is a somewhat significant increase in the scores from 2021-2022 to 2022-2023. This can be accounted for by:

1. The full time return to in-seat courses post COVID. Students in the 2021-2022 cohort were online for half of their sophomore year and the entirety of their junior year, thus receiving instruction for many 300-level courses online and without in-person field placements due to COIVD. Students in the 2022-2023 cohort were online for half of their freshman year and their entire sophomore year and and were therefore able to attend most of the 300 level courses in seat and participate in field placements in-person.

2. A change in Education Program practices with new faculty and leadership to encourage more active teaching and modeling of learning and teaching principles as well as frequent face-to-face conferencing and discussions pertaining to pedagogy.


Mean PLT Scores Elementary Education
195
190
185
180
175
170
165
2021-2022 Elem Ed K-6 (n=1)
2022-2023 Elem Ed K-6 (n=4)


Mean PLT Scores Elementary & Special Education
195.00
190.00
185.00
180.00
175.00
170.00
165.00
2021-2022 Elem Spe Ed K-6 (n=2)
2022-2023 Elem Spec Ed K-6 (n=2)


Mean PLT Scores Secondary Special Education
195
190
185
180
175
170
165
2021-2022 Sec Sp Ed 7-12 (n=1)
2022-2023 Sec Sp Ed 7-12 (n=1)

Alumni Survey Data

The Alumni/Completer survey is used to collect data from program completers annually. The survey is designed to elicit the perspective of recent program completers. Questions on these surveys were mapped to the AAQEP standards and are used as evidence that completers believe they have gained the content knowledge and skills necessary for professional practice. The survey is emailed directly to completers from the Program Director's email in an effort to maintain personal connection. For this aspect, the table provides the question and responses from respondents reporting completion for the academic years 2018-2023.

UC Alumni and Completer Survey
UC Alumni Survey Completer Data Chart Standard 1a

To address Standard 1A, *Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought,* completers were asked to what degree they agreed or disagreed regarding their satisfaction about the following items they received during their time in the UC Education Program:

Question 8: the balance between theory and practice in the teacher preparation courses in your program

Question 10: the coherence between your coursework and field experience prior to student teaching/residency

Questions 11: the quality of field experiences prior to student teaching/residency

Question 14: basic skills to effectively teach in your licensure area

Question 16: basic skills to design activities that allow students to engage with subject matter from a variety of perspectives

Question 17: basic skills to account for students' prior knowledge of experience in instructional planning

Questions 18: basic skills to design long-range instructional plans that meet curricular goals

Question 19: basic skills to regularly adjust instructional plans to meet students' needs

Question 20: basic skills to differentiate instruction for students with IEPs and 504 plans

Question 22: basic skills to plan lessons with clear learning objectives/goals in mind

Question 30: basic skills to connect core content to real-life experiences for students

Question 35: basic skills to collaborate with parents and guardians to support student learning

Question 36: basic skills to collaborate with teaching colleagues to improve student performance and use colleague feedback to support your development as a teacher

Question 37: basic skills to uphold laws related to student rights and teacher responsibility.

Question 38: basic skills to act as an advocate for all students

Of the eight respondents to the UC Alumni Survey their programs of completion are as follows:

3 Elementary and Special Education
3 Secondary Special Education
2 Elementary Education

Additionally, these respondents reported the following years of completion:

1 response: 2018

1 response: 2019

1 response: 2021

2 responses: 2022

3 responses: 2023

Despite a low n, data reveals a consistent picture of completer satisfaction as it relates to content, pedagogical, and/or professional knowledge preparation. For each of the items identified to correspond with Standard 1a, a majority of respondents reported strongly agreeing that they were satisfied with their preparation.

The chart below highlights numerous areas of strength in gold (strongly agree) and gray (agree). Among these are:

- The ability to advocate for students
- The ability to uphold laws related to student rights
- The ability to collaborate with colleagues
- The ability to collaborate with parents and guardians
- The ability to connect content to real life
- The ability to plan lessons with clear goals and objectives in mind
- The ability to regularly adjust instruction to meet student needs
- The ability to design long range instruction plans that meet curricular goals
- The ability to teach effectively in the licensure area
- Quality field experiences prior to student teaching/residency
- Coherence between course work and field experiences throughout the program
- Balance between theory and practice in program courses

The chart identifies several areas of improvement where we have responses in orange (disagree) or blue (strongly disagree). Among these are:

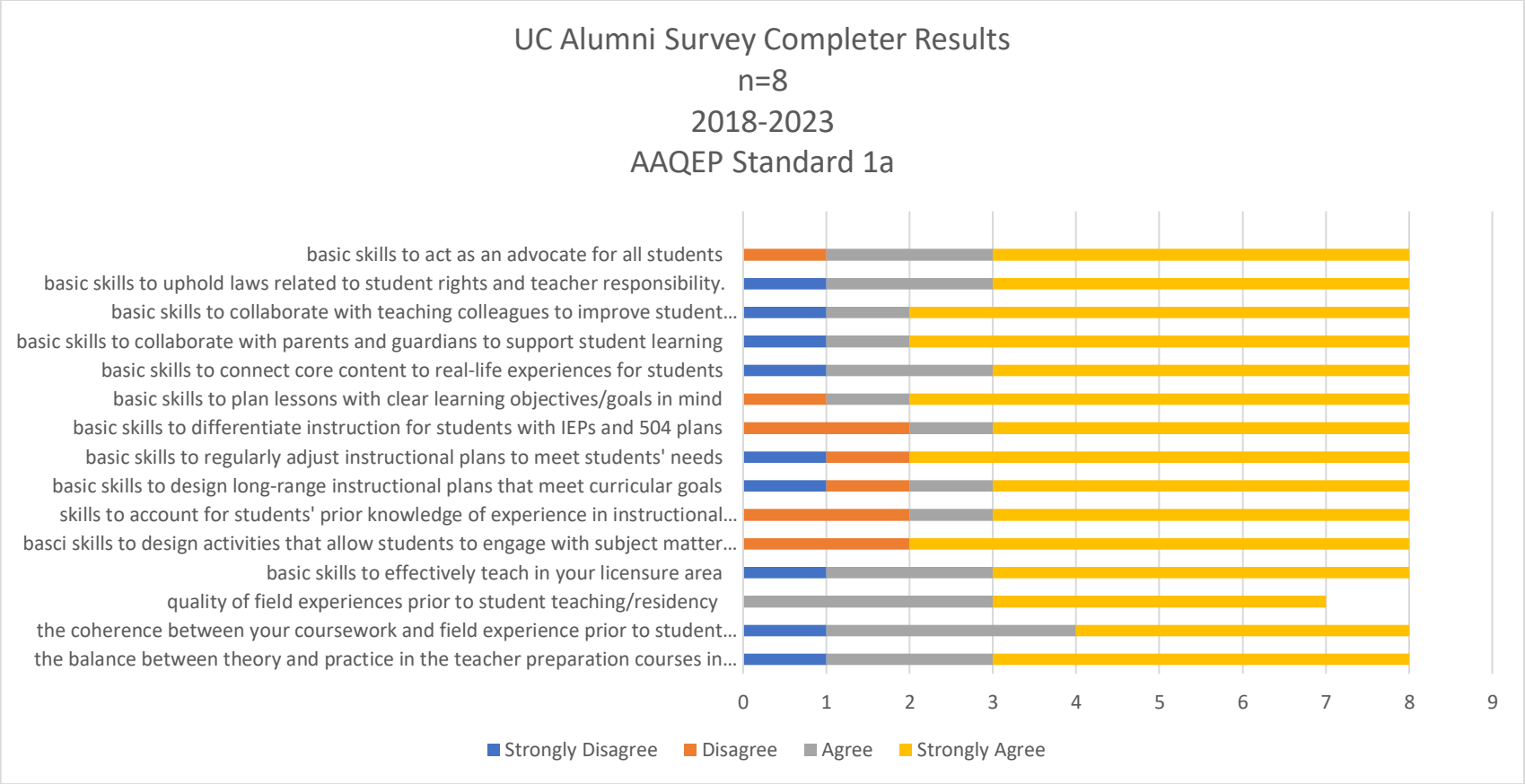
- The ability to differentiate instruction for students with IEPs and 504 plans
- The ability to account for student prior knowledge in instructional planning
- The ability to design activities that allows students to engage with subject matter from a variety of perspectives

In response to this feedback but also from general classroom obversions upon our arrival as new faculty, Dr. Jason Cheek, who teaches the Special Education courses, has increased student exposure to and interactions with IEPs and 504 plans. Additionally, the first Special Education course all students take, EDUC 203 Survey of Students with Exceptionalities, was modified from an online course to in-seat beginning in Spring of 2023 in an effort to personalize initial interactions and understandings as they relate to special education but also to allow freshmen students to maintain frequent in-person contact with Education Faculty. Prior to Spring 2023, freshmen had EDUC 100 Introduction to Education in-seat during their first semester and then during the second semester had EDUC 203 online. The decision to move this course to in-seat was made both with retention and content enhancement in mind.

Additionally, the UC Lesson Plan Rubric which was adopted in Fall 2022 has an area for Contextual Factors and Preassessment Data in which students can describe the setting and other relevant information as it relates to prior knowledge assessment and building. Prior knowledge is a key factor in all course instruction.

Finally, Education Faculty who began in Fall 2021 have focused on creating course experiences that are active and allow for a variety of interactions and perspectives. By continuing to do this and by consistently surveying our completers, we hope the empower our graduates with the ability to ensure that their students engage with subject matter in many ways.

One final significant note: due to the nature of this survey, while it was anonymous, the year of graduation could be aligned with responses. We feel it is significant that all scores of disagree or strongly disagree came from the years 2018 and 2019, prior to the new leadership and instruction in the UC Education Programs . Responses from 2021, 2022, and 2023 all fell in the agree and strongly agree score range.



WVTPA Data Table The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all UC candidates during the culminating student teaching/residency 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); 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 record and analyze teaching episodes. After teaching the unit, candidates 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 trained UC Education Program Faculty. The four-point rating scale on each rubric reflects the same descriptors used for beginning teachers 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 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. Candidate performance on the TPA is used to provide evidence for program completion. Candidates include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that taught. Each of these are a required part of the TPA. If one or more sections are omitted, the candidate is required to remediate and re-do the TPA.

To address Standard 1A, *Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought,* student teachers were assessed using the WVTPA. The data we share shows results of these assessments during the candidate's final evaluation. Data is not disaggregated in this section and all three programs, Elementary Education, Elementary Special Education, and Secondary Special Education and accounted for in the charts below for both the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers mastered content, pedagogical, and/or professional knowledge relevant to the credential or degree sought. Those areas directly related to Standard 1a are:

3A: Alignment with Learning Goals

4A: Factors in Planning

4C: Instructional Strategies

4D: Rationale for Instructional Strategies

4E: Learning Resources

These WVTPA standards are shown in green for 2021-2022 and black for 2022-2023.

Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years.

UC WVTPA Data Charts Standard 1a

West Virginia Teacher Performance Assessment (WVTPA)

Regarding Standard 1a, *Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought,* **all candidates for 2021-2022 and 2022-2023 exceeded the required score of 2 "Emerging" for the WVTPA standards that apply to Standard 1a**.

For WVTPA Standard 3A Alignment with Learning Goals, **the mean score for 2021-2022 candidates was 4** (Distinguished) while the **mean score for 2022-2023 candidates was 3.7**.

For WVTPA Standard 4A Factors in Planning, **the mean score for 2021-2022 candidates was 4** (Distinguished) while the **mean score for 2022-2023 candidates was 3.7**.

For WVTPA Standard 4C Instructional Strategies , **the mean score for 2021-2022 candidates was 4** (Distinguished) while the **mean score for 2022-2023 candidates was 3.7**.

For WVTPA Standard 4D Rationale for Instructional Strategies, **the mean score for 2021-2022 candidates was 4** (Distinguished) while the **mean score for 2022-2023 candidates was 3.4**.

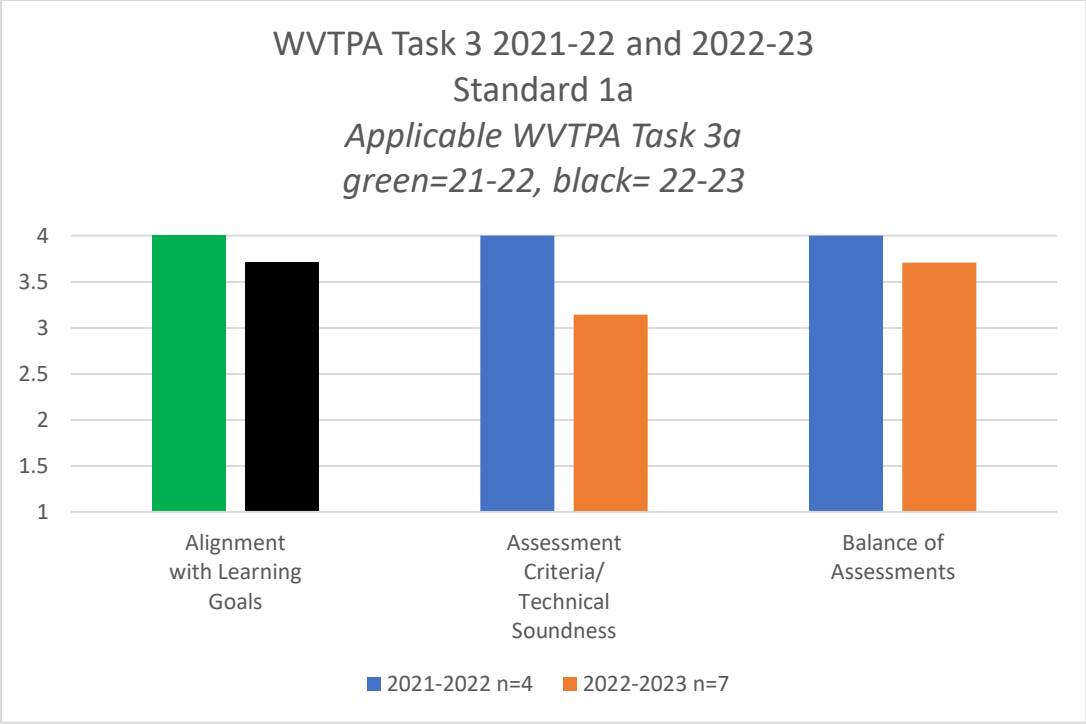
For WVTPA Standard 4E Learning Resources, **the mean score for 2021-2022 candidates was 4** (Distinguished) while the **mean score for 2022-2023 candidates was 3.7**.

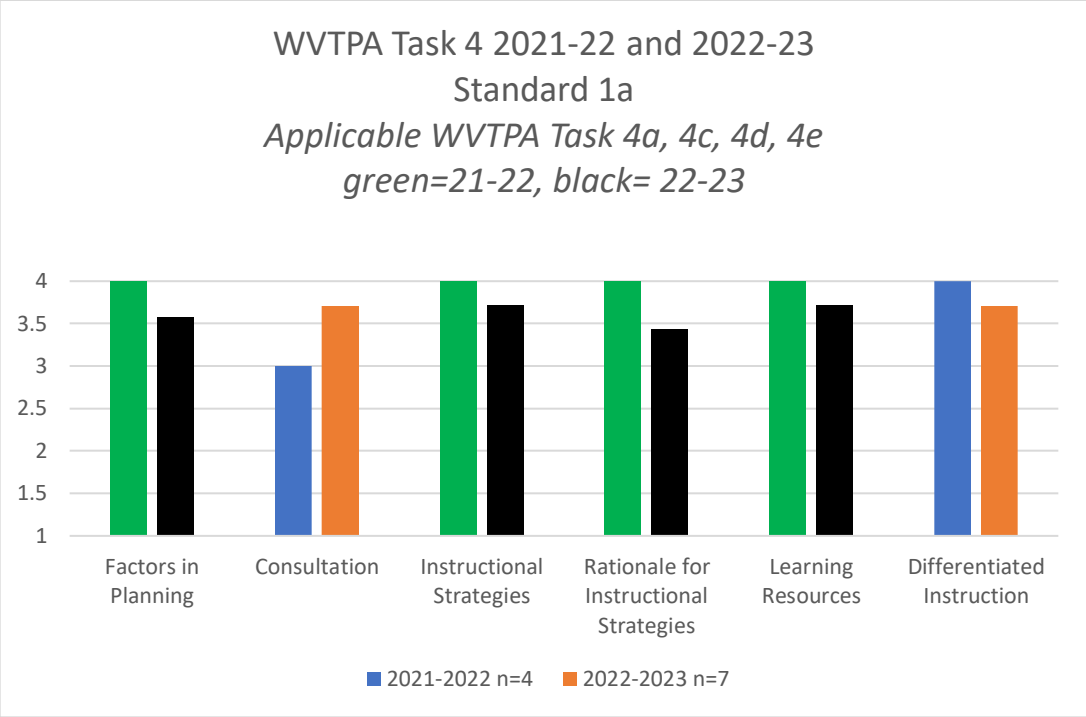
WVTPA results for the standards pertaining to Standard 1a were consistent across both cohorts. There are two factors we feel could have played a role in the slight decrease from 2021-2022 to 2022-2023.

1. Fall 2021 WVTPAs were scored by a faculty member who retired that same year. The same faculty member also taught EDUC 496 Student Teaching Seminar in which candidates receive instruction and support for the WVTPA.

This could account for the slight discrepancy in awarding scores to students. Beginning in Spring 2022, following WVTPA score training, Dr. Divita began scoring WVTPAs for consistency.

2. Dr. Divita taught EDUC 496 Student Teaching Seminar in Spring 2022 and Fall 2022. Dr. Cheek taught this course in Spring 2023. The sharing of instructional duties is a deliberate decision so each faculty member can experience the course and meet as a program to discuss strengths , weaknesses, and ideas. Professor Sarah Gallagher is slated to teach the course in Fall 2023 after which faculty will gather again to discuss the course and how to most effectively approach WVTPA support. One idea faculty are currently discussing is co-teaching the course thus allowing each instructor to bring his/her strengths to the course and so candidates have consistent access to all faculty members throughput their student teaching experience. In addition to helping candidates successfully complete the WVTPA, the final semester in the Education Program can be taxing emotionally for students as well, so this decision has also been made to try to optimally support the students academically, mentally, and emotionally. The varying instructors could impact these results, but the investigation into how to best facilitate the course is well worth the slight decline, if indeed that is a factor.


WVTPA Task 3 2021-22 and 2022-23
Standard 1a
Applicable WVTPA Task 3a
green=21-22, black= 22-23
4
3.5
3
2.5
2
1.5
1
Alignment with Learning Goals
Assessment Criteria/ Technical Soundness
Balance of Assessments
2021-2022 n=4
2022-2023 n=7


WVTPA Task 4 2021-22 and 2022-23
Standard 1a
Applicable WVTPA Task 4a, 4c, 4d, 4e
green=21-22, black= 22-23
4
3.5
3
2.5
2
1.5
1
Factors in Planning
Consultation
Instructional Strategies
Rationale for Instructional Strategies
Learning Resources
Differentiated Instruction
2021-2022 n=4
2022-2023 n=7

1b. Learners, learning theory including social, emotional, and academic dimensions, and application of learning theory

Across the University of Charleston's Education Program, we consistently provide candidates with knowledge and skills related to learners and learning theory, and its relevant applications. This is evidenced by results from multiple sources and multiple perspectives, including: UC Lesson Plan Rubric (faculty), Student Teacher Assessment Rubric (STAR) data (faculty/P12 partners), Praxis Test Results, Alumni surveys (completer perspective), Dispositions data (candidate/faculty/P12 Partner), and West Virginia Teacher Performance Assessment (WVTPA). The evidence is presented here:

Lesson Plan Rubric Data Table

The UC Lesson Plan Rubric was updated in Spring 2022 to reflect the established Design for Instruction Rubric found in the WVTPA. The new rubric was implemented in Fall 2022 and we began gathering data in Spring 2023. This change was made to allow students to have consistent experiences with lesson plan expectations and concepts throughout their time in the UC Education Program, thus always working toward growth and mastery related to all requirements of the UC Lesson Plan Rubric and therefore the WVTPA Design for Instruction Rubric. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers believe they have gained the content knowledge and skills necessary for professional practice. Earned scores are: Distinguished (4 points), Accomplished (3 points), Emerging (2 points), and Unsatisfactory (1 point). **Candidates must score Emerging (2) or above in all categories to successfully complete Student Teaching.**

Following each lesson taught (6 lessons observed by UC Faculty over the 14-week student teacher/residency placement), candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress related to lesson planning throughout the semester during monthly program meetings and during informal discussions.

UC Lesson Plan Rubric Data Charts Standard 1b
UC Lesson Plan Rubric

To address Standard 1b, *Learners, learning theory including social, emotional, and academic dimensions, and application of learning theory,* student teachers were assessed using the UC Lesson Plan Rubric. The data we share shows results of these assessment at three points in time: initial assessment, midterm assessment, and final assessment. Data is disaggregated into two groups: Elementary Education (2 completers) and Special Education (3 completers). In this case we have combined the Elementary Education/Special Education (2 completers) and Secondary Special Education (1 completer) due to a low n. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers mastered content, pedagogical, and/or professional knowledge relevant to the credential or degree sought. Those areas directly related to Standard 1b are:

- Factors in Planning
- Rationale for Instructional Strategies
- Learning Resources
- Differentiated Instruction

1. **Factors in Planning** provides evidence for Standard 1b by supporting candidates to apply **learning theory including social, emotional, and academic dimensions,** related to contextual factors, pre-assessment data, prior knowledge, individual needs, and learning styles by integrating these factors into the lesson plan.

As seen in the first chart below, **Spring 2023 data reflects a mean score of 4 (Distinguished) for Elementary Education Program** student teachers during each of the three assessments. We believe that our course and program focus on knowing and connecting with students prioritizes the social, emotional, and academic dimensions of learning theory as being fundamental to teaching,

The second chart for **Secondary Special Education and Elementary/Special Education displays the following mean scores for Spring 2023: Initial attempt=3.7, Midterm Attempt=3.7, Final Attempt=3.3**. While these scores meet requirements, faculty discussed the drop in the mean score during the final attempt. This slight decrease was due to a lack of contextual details from two student teachers. They adequately identified contextual factors and other factors in planning, but details could have been stronger. Since both students had provided strong context information in the past, Field Instructors believe this was in part due to the end of the year setting and an oversight as students were trying to finalize all required paperwork and graduation items.

2. **Rationale for Instructional Strategies** provides evidence for Standard 1b by supporting candidates to apply **learning theory including social, emotional, and academic dimensions** as they explain their choice of

instructional strategies to facilitate individual and whole class learning and how those choices are related to content, pedagogy, and professional knowledge.

As seen in the first chart below, **Spring 2023 data reflects a mean score of 3 (Accomplished) for the initial attempt and 4 (Distinguished) for both the Midterm and Final Attempts**. This significant growth can be attributed to individual conferencing (student teacher and UC Faculty) and discussion about what a rationale is and why it is important to consider your rationale when planning a lesson. The idea of a rationale was somewhat confusing and abstract to students when we introduced the updated Lesson Plan Rubric, but such conferences and classroom experiences and discussions are helping to clarify and solidify the idea and its importance. These conferences integrate Standard 1b's focus on learners and learning theory including social, emotional, and academic dimensions.

The second chart for **Secondary Special Education and Elementary/Special Education displays the following mean scores for Spring 2023: 2.7 Initial Attempt and 3.3 for Midterm and Final Attempts**. This significant growth can be attributed to individual conferencing (student teacher and UC Faculty) and discussion about what a rationale is and why it is important to consider your rationale when planning a lesson. The idea of a rationale was somewhat confusing and abstract to students when we introduced the updated Lesson Plan Rubric, but such conferences and classroom experiences and discussions are helping to clarify and solidify the idea and its importance. These conferences integrate Standard 1b's focus on learners and learning theory including social, emotional, and academic dimensions. .

3. Learning Resources provides evidence for Standard 1b by supporting candidates to apply **learning theory including social, emotional, and academic dimensions** as they explain integration of instructional resources, materials, and technology and also plan for the use of technology to enhance learning and manage and track performance.

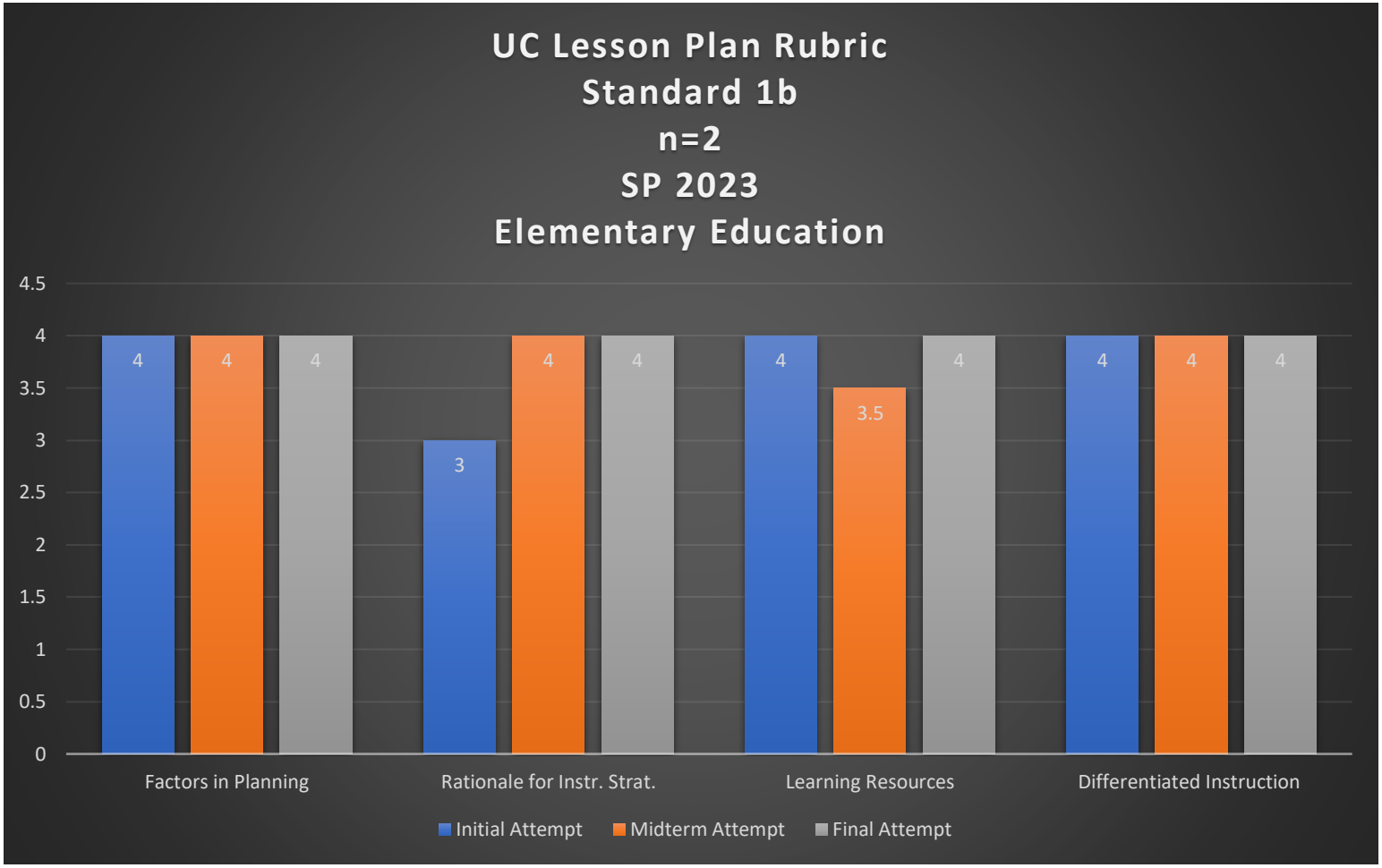
As seen in the first chart below, Spring 2023 data reflects a mean score of 4 (Distinguished) for the Initial Attempt, 3.5 for the Midterm Attempt, and 4 (Distinguished) for the Final Attempt. These successful scores are reflective of the variety of instructional resources, materials, and technology applications candidates are exposed to and experience in Education Program courses throughout the program.

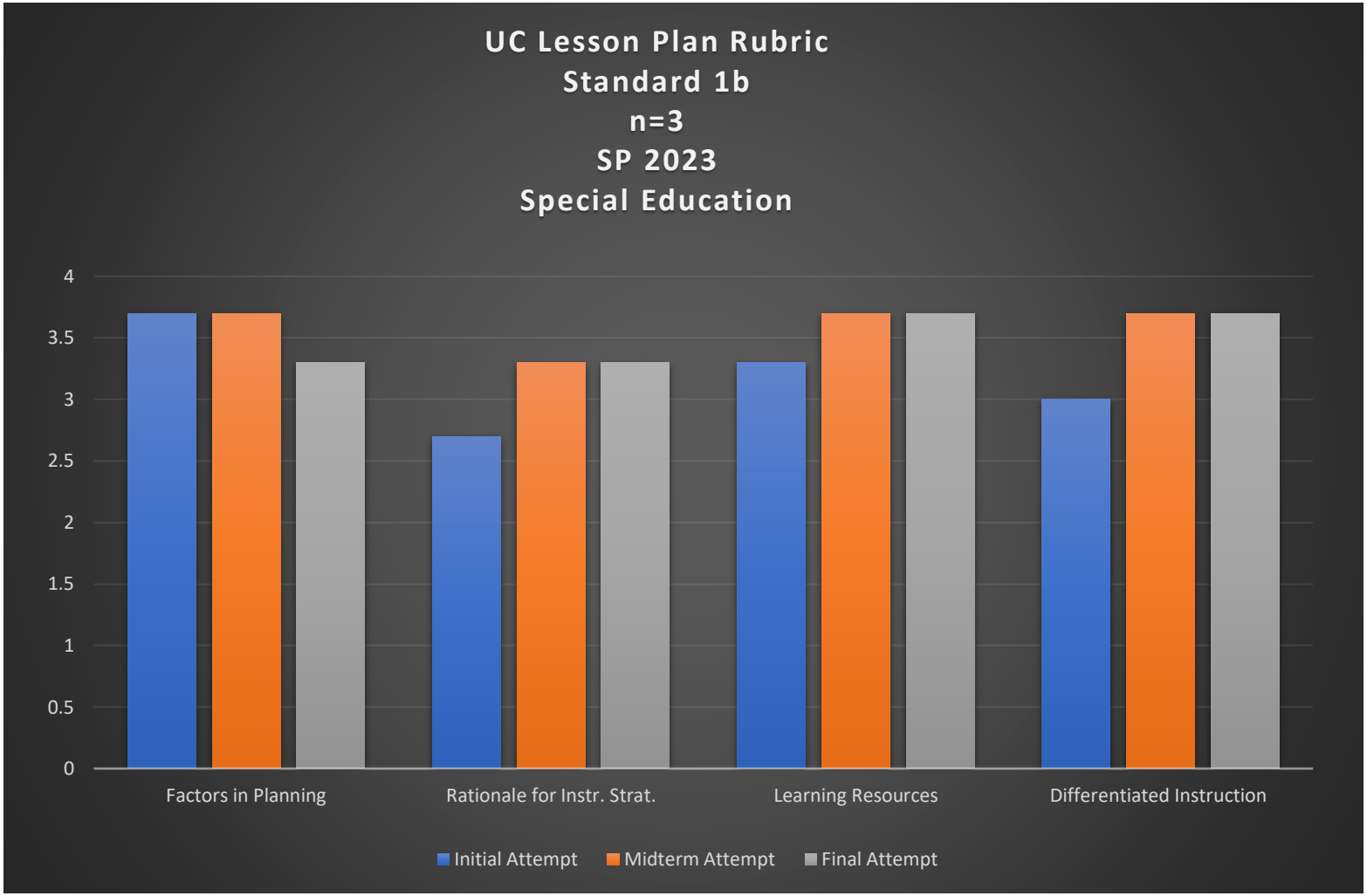
The second chart for **Secondary Special Education and Elementary/Special Education displays the following mean scores for Spring 2023: 3.3 Initial Attempt and 3.7 for Midterm and Final Attempts**. These successful scores are reflective of the variety of instructional resources, materials, and technology applications candidates are exposed to and experience in Education Program courses throughout the program.

4. **Differentiated Instruction** provides evidence for Standard 1b by supporting candidates to apply **learning theory including social, emotional, and academic dimensions as they** describe strategies to meet diverse learning needs of any students for whom you will need to differentiate instruction including those with IEPs.

As seen in the first chart below, **Spring 2023 data reflects a mean score of 4 (Distinguished) for Elementary Education Program** student teachers during each of the three assessments. We believe that our course and program focus on knowing and connecting with students prioritizes the social, emotional, and academic dimensions of learning theory as being fundamental to teaching,

The second chart for **Secondary Special Education and Elementary/Special Education displays the following mean scores for Spring 2023: Initial attempt=3.0, Midterm Attempt=3.7, Final Attempt=3.7**. We believe that our course and program focus on knowing and connecting with students prioritizes the social, emotional, and academic dimensions of learning theory as being fundamental to teaching. This along with increased practice in the immersed setting partnered with conferencing and with cooperating teachers and UC Faculty support growth.


UC Lesson Plan Rubric
Standard 1b
n=2
SP 2023
Elementary Education
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
4
4
4
3
4
4
4
3.5
4
4
4
4
Factors in Planning
Rationale for Instr. Strat.
Learning Resources
Differentiated Instruction
Initial Attempt
Midterm Attempt
Final Attempt


UC Lesson Plan Rubric
Standard 1b
n=3
SP 2023
Special Education
4
3.5
3
2.5
2
1.5
1
0.5
0
Factors in Planning
Rationale for Instr. Strat.
Learning Resources
Differentiated Instruction
Initial Attempt
Midterm Attempt
Final Attempt

STAR Data Table

The UC STAR is based on Standards 1-5 of the West Virginia Department of Education Office of School Improvement's Evaluation Rubric for Teachers: WVDE Evaluation Rubric for Teachers. Following each lesson taught (6 lessons observed by UC Faculty over the 14-week student teaching/residency placement), candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress throughout the semester during monthly program meetings and during informal discussions. **Student teachers are required to achieve scores of Emerging (2) or higher in all areas**. NOTE P-12 Partners compete 3 STAR forms-validity and consistency check and to monitor progress

Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years.

UC STAR Data Charts Standard 1b

UC Student Teacher Assessment Rubric (STAR)

To address Standard 1b, *Learners, learning theory including social, emotional, and academic dimensions, and application of learning theory,* student teachers were assessed using the UC Student Teacher Assessment Rubric. The data we share shows results of these assessments during the candidate's final evaluation. Data is disaggregated into three groups: Elementary Education, Elementary Special Education, and Secondary Special Education for the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers mastered content, pedagogical, and/or professional knowledge relevant to the credential or degree sought. Those areas directly related to Standard 1a are:

Standard 1.2: The teacher candidate designs standards-driven instruction using state-approved curricula.

Standard 1.3: The teacher candidate uses a balanced assessment approach to guide student learning.

Standard 2.1: The teacher candidate understands and responds to the unique characteristics of learners.

Standard 2.3: The teacher candidate establishes and maintains a learner-centered culture.

Standard 3.1: The teacher candidate utilizes a variety of research-based instructional strategies.

These STAR standards are shown in green for 2021-2022 and black for 2022-2023.

Standard 1.2: The teacher candidate designs standards-driven instruction using state-approved curricula.

In the first chart for **Elementary Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted and account for the slight differences in the means below, **a mean of 4 (Distinguished) for 2021-2022 and a mean of 3.75 for 2022-2023** reflects candidates who are well prepared to successfully design standards-drive instruction suing state-approved curricula, thus supporting Standard 1b's requirement that completers have an understanding of learners, learning theory including social, emotional, and academic dimensions, and application of learning theory.

In the second chart for **Elementary and Special Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted, **a mean of 4 (Distinguished) was earned by all candidates for 2021-2022 and 2022-2023** reflects candidates who are well prepared to successfully design standards-drive instruction suing state-approved curricula, thus supporting Standard 1b's requirement that completers have an understanding of learners, learning theory including social, emotional, and academic dimensions, and application of learning theory.

In the third chart for **Secondary Special Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted for both years, **a mean of 3 (Accomplished) was earned by both candidates for 2021-2022 and 2022-2023** reflects candidates who are well prepared to successfully design standards-drive instruction suing state-approved curricula, thus supporting Standard 1b's requirement that completers have an understanding of learners, learning theory including social, emotional, and academic dimensions, and application of learning theory.

Standard 1.3: The teacher candidate uses a balanced assessment approach to guide student learning.

In the first chart for **Elementary Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted **a mean of 4 (Distinguished) for 2021-2022**

and 2022-2023 reflects candidates who are well prepared to successfully use a balanced assessment approach to guide student learning, thus supporting Standard 1b's requirement that completers have an understanding of learners, learning theory including social, emotional, and academic dimensions, and application of learning theory.

In the second chart for **Elementary and Special Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted **a mean of 4 (Distinguished) for 2021-2022 and 2022-2023** reflects candidates who are well prepared to successfully use a balanced assessment approach to guide student learning, thus supporting Standard 1b's requirement that completers have an understanding of learners, learning theory including social, emotional, and academic dimensions, and application of learning theory.

In the third chart for **Secondary Special Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted for both years, **a mean of 3 (Accomplished) was earned by both candidates for 2021-2022 and 2022-2023** reflects candidates who are well prepared to successfully use a balanced assessment approach to guide student learning, thus supporting Standard 1b's requirement that completers have an understanding of learners, learning theory including social, emotional, and academic dimensions, and application of learning theory.

Standard 2.1: The teacher candidate understands and responds to the unique characteristics of learners.

In the first chart for **Elementary Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted **a mean of 4 (Distinguished) for 2021-2022 and 2022-2023** reflects candidates who are well prepared to successfully understands and responds to the unique characteristics of learners, thus supporting Standard 1b's requirement that completers have an understanding of learners, learning theory including social, emotional, and academic dimensions, and application of learning theory.

In the second chart for **Elementary and Special Education all candidates from 2021-2022 exceeded the required score of Emerging (2) with a mean score of 4 (Distinguished). 2022-2023 completers also exceeded the required score with a mean of 3.5**. While the low n should be noted these means reflect candidates who are well prepared to successfully use a balanced assessment approach to guide student learning, thus supporting Standard 1b's requirement that completers have an understanding of learners, learning theory including social, emotional, and academic dimensions, and application of learning theory.

In the first chart for **Secondary Special Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted **a mean of 4 (Distinguished) for 2021-2022 and 2022-2023** reflects candidates who are well prepared to successfully understands and responds to the unique characteristics of learners, thus supporting Standard 1b's requirement that completers have an understanding of learners, learning theory including social, emotional, and academic dimensions, and application of learning theory.

Standard 2.3: The teacher candidate establishes and maintains a learner-centered culture.

In the first chart for **Elementary Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted and account for the slight differences in the means below, **a mean of 4 (Distinguished) for 2021-2022 and a mean of 3.75 for 2022-2023** reflects candidates who are well prepared to successfully design standards-drive instruction suing state-approved curricula, thus supporting Standard 1b's requirement that completers have an understanding of learners, learning theory including social, emotional, and academic dimensions, and application of learning theory.

In the second chart for **Elementary and Special Education all candidates from 2021-2022 exceeded the required score of Emerging (2) with a mean score of 4 (Distinguished). 2022-2023 completers also exceeded the required score with a mean of 3.5**. While the low n should be noted these means reflect candidates who are well prepared to successfully use a balanced assessment approach to guide student learning, thus supporting Standard 1b's requirement that completers have an understanding of learners, learning theory including social, emotional, and academic dimensions, and application of learning theory.

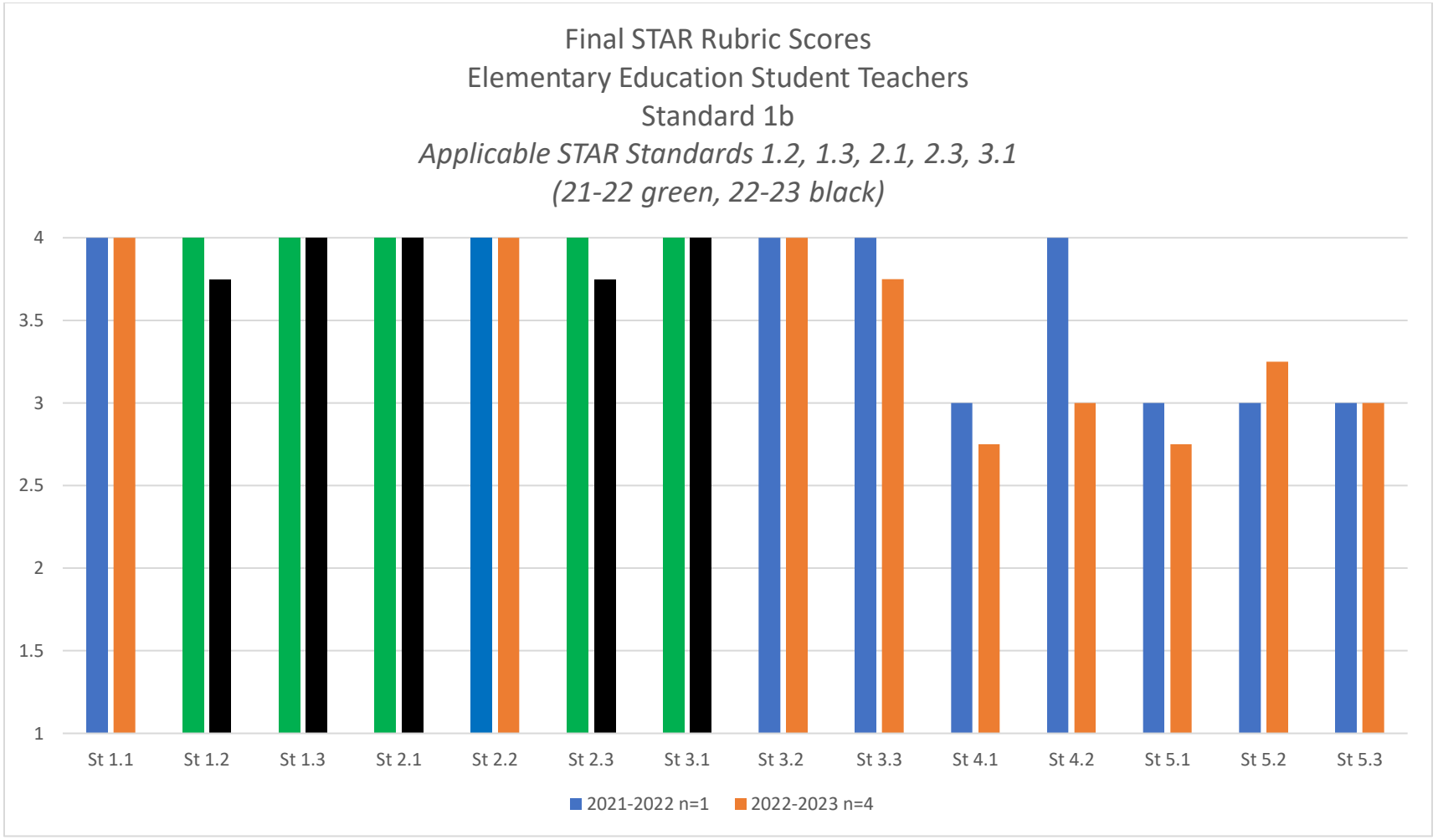
In the first chart for **Secondary Special Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted **a mean of 4 (Distinguished) for 2021-2022 and 2022-2023** reflects candidates who are well prepared to successfully understands and responds to the unique characteristics of learners, thus supporting Standard 1b's requirement that completers have an understanding of learners, learning theory including social, emotional, and academic dimensions, and application of learning theory.

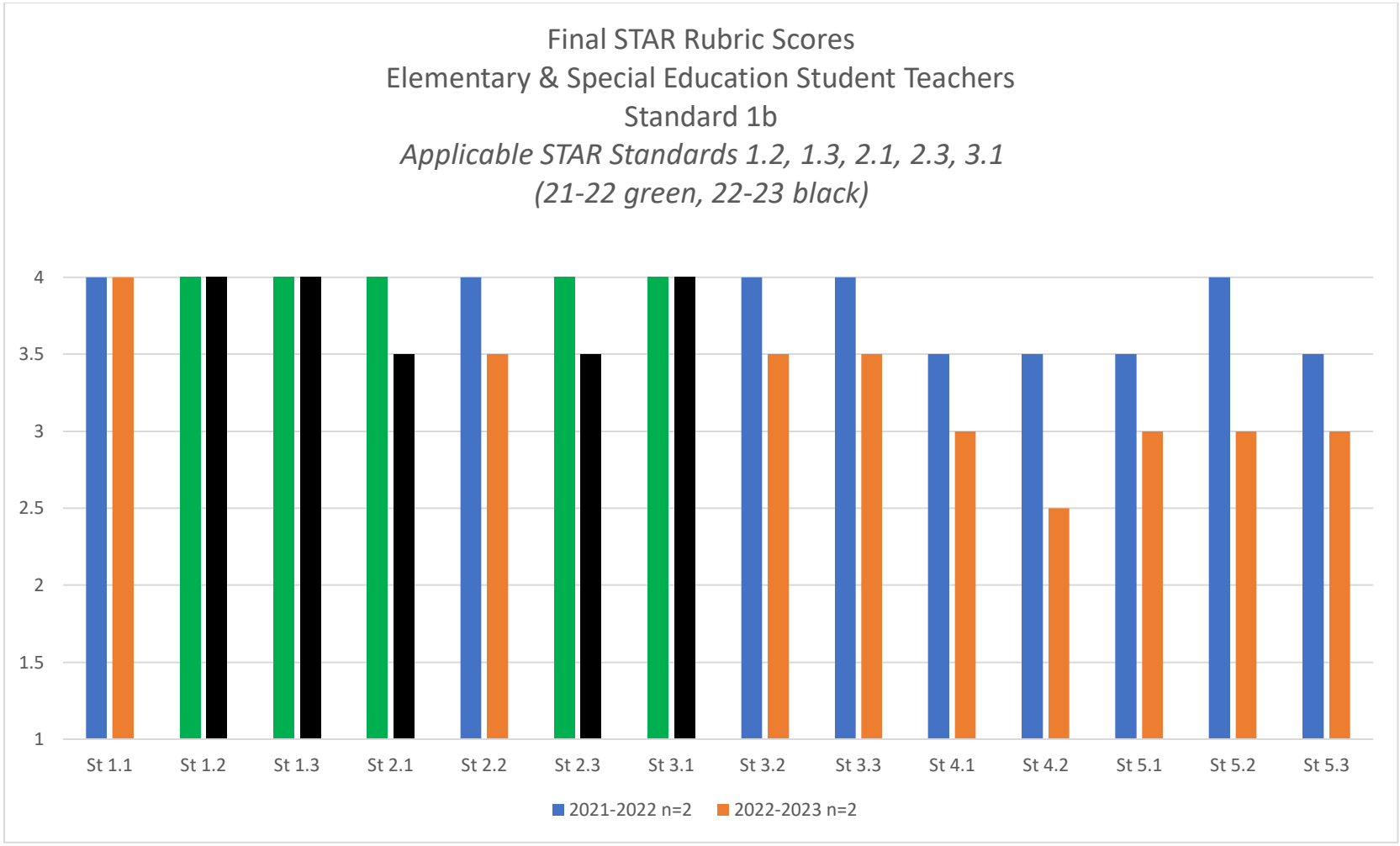
Standard 3.1: The teacher candidate utilizes a variety of research-based instructional strategies.

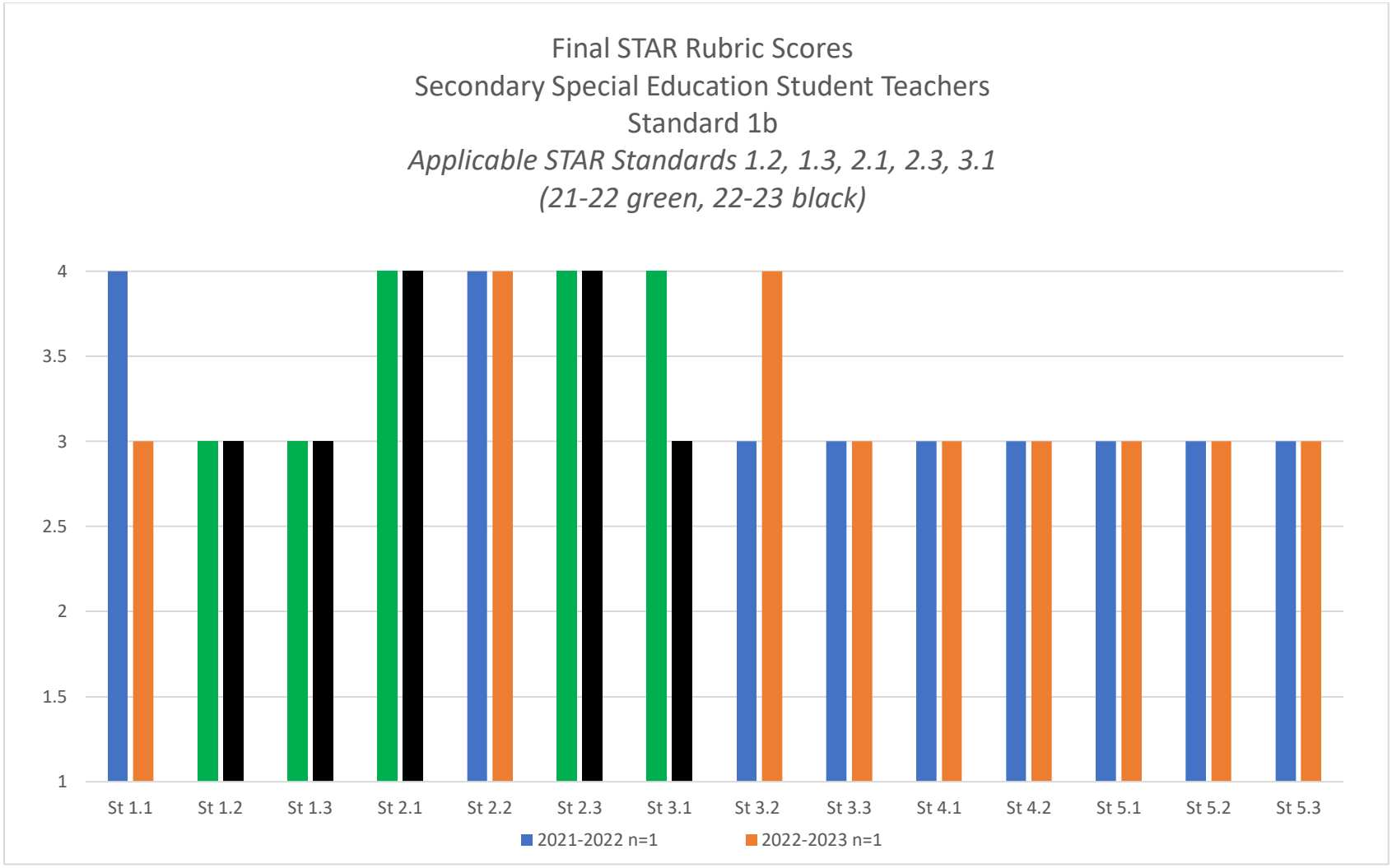
In the first chart for **Elementary Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted **a mean of 4 (Distinguished) for 2021-2022 and 2022-2023** reflects candidates who are well prepared to successfully utilize a variety of research-based instructional strategies, thus supporting Standard 1b's requirement that completers have an understanding of learners, learning theory including social, emotional, and academic dimensions, and application of learning theory.

In the second chart for **Elementary and Special Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted **a mean of 4 (Distinguished) for 2021-2022 and 2022-2023** reflects candidates who are well prepared to successfully utilize a variety of research-based instructional strategies, thus supporting Standard 1b's requirement that completers have an understanding of learners, learning theory including social, emotional, and academic dimensions, and application of learning theory.

In the third chart for **Secondary Special Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted for both years, **a score of 4 (Distinguished) was earned by the candidate from 2021-2022 and a score of 3 (Accomplished) was earned by the candidate from 2022-2023.** These scores reflect candidates who are well prepared to successfully utilize a variety of research-based instructional strategies, thus supporting Standard 1b's requirement that completers have an understanding of learners, learning theory including social, emotional, and academic dimensions, and application of learning theory.


Final STAR Rubric Scores
Elementary Education Student Teachers
Standard 1b
Applicable STAR Standards 1.2, 1.3, 2.1, 2.3, 3.1
(21-22 green, 22-23 black)
4
3.5
3
2.5
2
1.5
1
St 1.1
St 1.2
St 1.3
St 2.1
St 2.2
St 2.3
St 3.1
St 3.2
St 3.3
St 4.1
St 4.2
St 5.1
St 5.2
St 5.3
2021-2022 n=1
2022-2023 n=4


Final STAR Rubric Scores
Elementary & Special Education Student Teachers
Standard 1b
Applicable STAR Standards 1.2, 1.3, 2.1, 2.3, 3.1
(21-22 green, 22-23 black)
4
3.5
3
2.5
2
1.5
1
St 1.1
St 1.2
St 1.3
St 2.1
St 2.2
St 2.3
St 3.1
St 3.2
St 3.3
St 4.1
St 4.2
St 5.1
St 5.2
St 5.3
2021-2022 n=2
2022-2023 n=2


Final STAR Rubric Scores
Secondary Special Education Student Teachers
Standard 1b
Applicable STAR Standards 1.2, 1.3, 2.1, 2.3, 3.1
(21-22 green, 22-23 black)
4
3.5
3
2.5
2
1.5
1
St 1.1
St 1.2
St 1.3
St 2.1
St 2.2
St 2.3
St 3.1
St 3.2
St 3.3
St 4.1
St 4.2
St 5.1
St 5.2
St 5.3
2021-2022 n=1
2022-2023 n=1

Praxis Test results Data Table

Praxis Principles of Learning and Teaching (PLT) Results: UC Education Program candidates were required to take the Praxis PLT in their designated content area (PLT K-6 for Elementary Education or Elementary and Special Education, PLT 7-12 for Secondary Special Education). This requirement was twofold. It was a University of Charleston requirement for graduation and a WVDE requirement for initial licensure. UC Education Program graduates were required to pass the Praxis PLT in addition to passing the WVTPA. However, the WVDE reviewed the WVTPA and decided it will be added to the list of acceptable teacher performance assessments in WV (previously only eDTPA and PPAT were recognized). UC was a member of a cohort comprised of several institutions which has been gathering data to document and support WVTPA as a valid and reliable teaching performance assessment. ***As of July 1, 2023 the WVTPA was approved by the WVDE and therefore UC candidates will no longer be required to take the Praxis PLT for initial licensure. This graduation requirement will also be removed.***

The Praxis PLT assesses new teacher's knowledge and understanding of educational practices foundational to beginning a career as a professional educator. The test is designed to reflect the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. The test content assesses key indicators of the beginning educator's knowledge of topics such as human development, learning processes, instructional processes, diverse learners, educational psychology, and professional issues. Examinees taking Principles of Learning and Teaching (PLT) will typically have completed, or will have nearly completed, an undergraduate education program. Each test includes questions that apply specifically to the stated grade range of the test as well as some that are universal to all grade levels. (ETS Praxis Study Companion wwww.ets.org)

Elementary Education or Elementary and Special Education candidates are required to earn a score of 160 to pass the K-6 Praxis PLT.

Secondary Special Education candidates are required to earn a score of 157 to pass the 7-12 Praxis PLT.

Our data is drawn from candidates who have taken the Praxis PLT after completing all coursework and during the student teaching/residency during the 2021-2023 academic years.

UC Principles of Learning and Teaching Data Charts

Elementary Education and Elementary Education & Special Education candidates are required to earn a score of 160 on the Praxis PLT K-6 to pass. Secondary Special Education candidates are required to earn 157 on the Praxis PLT 7-12 to pass. All completers from the academic years 2021-2022 and 2022-2023 successfully passed the Praxis PLT exam for their specifical area. The charts below show the mean of these scores, but a low n should again be noted.
In the Elementary Education Program, the candidate for **2021-2022 scored a 174** on the Praxis PLT K-6. The mean for the four candidates from the **2022-2023 cohort was 177**.

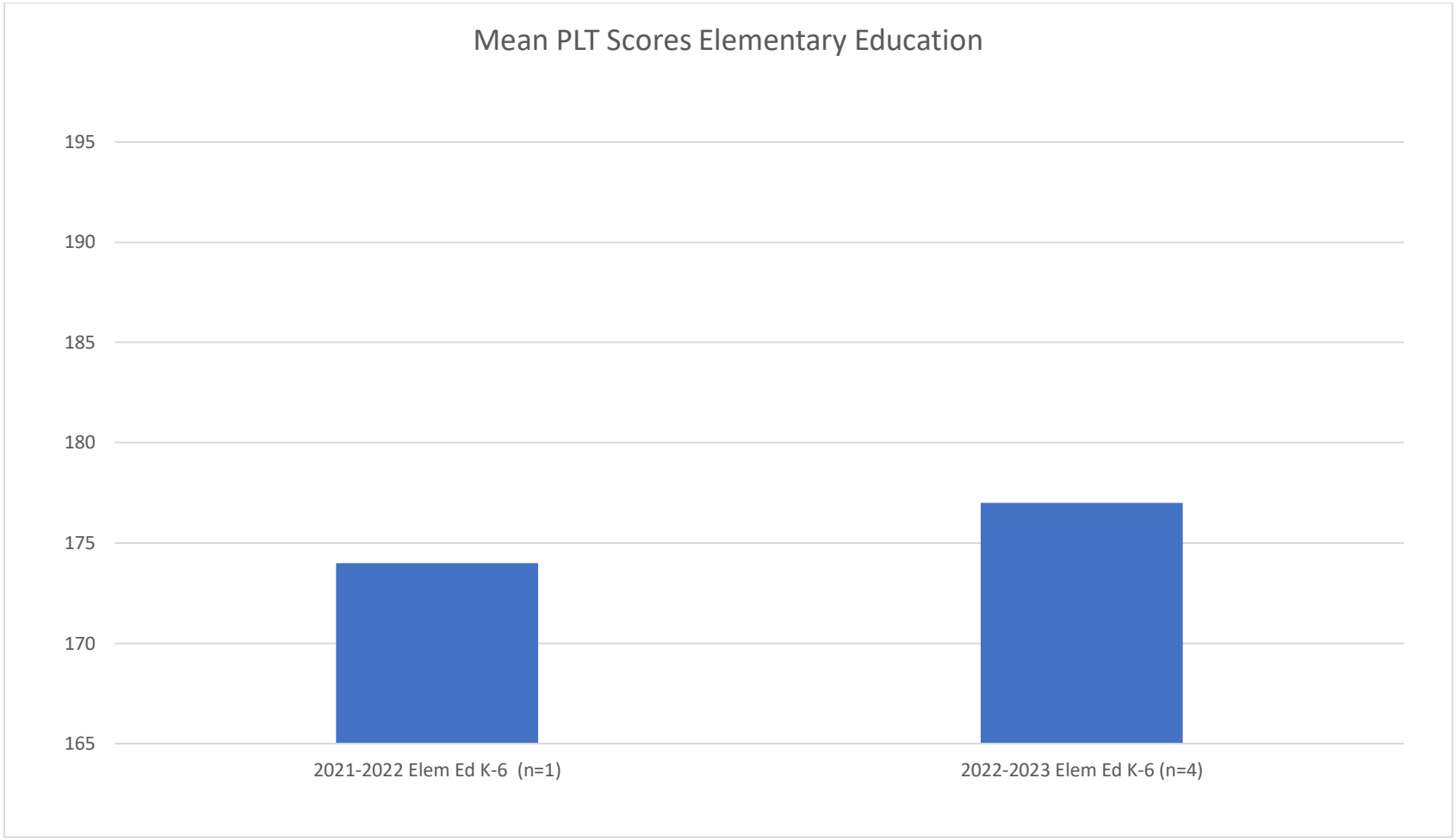
In the Elementary and Special Education Program, the mean score for **2021-2022 candidates (n=2) was 170** while the mean score for **2022-2023 candidates (n=2) was 178.5**

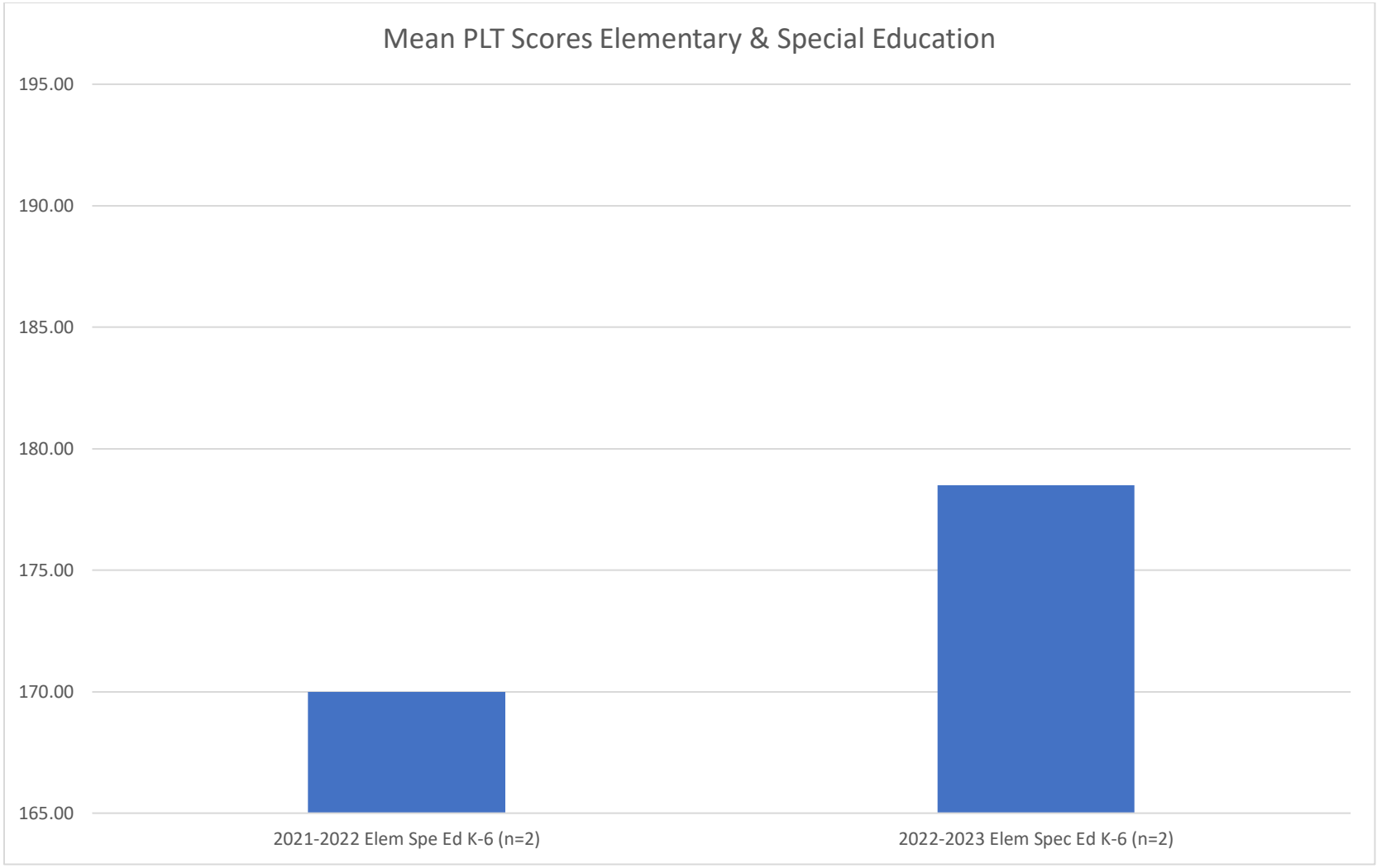
In the Secondary Special Education Program there was one candidate for each academic year, as is currently typical for this area of study. The **2021-2022 candidate scored 183** and the **2022-2023 candidate scored 191**.

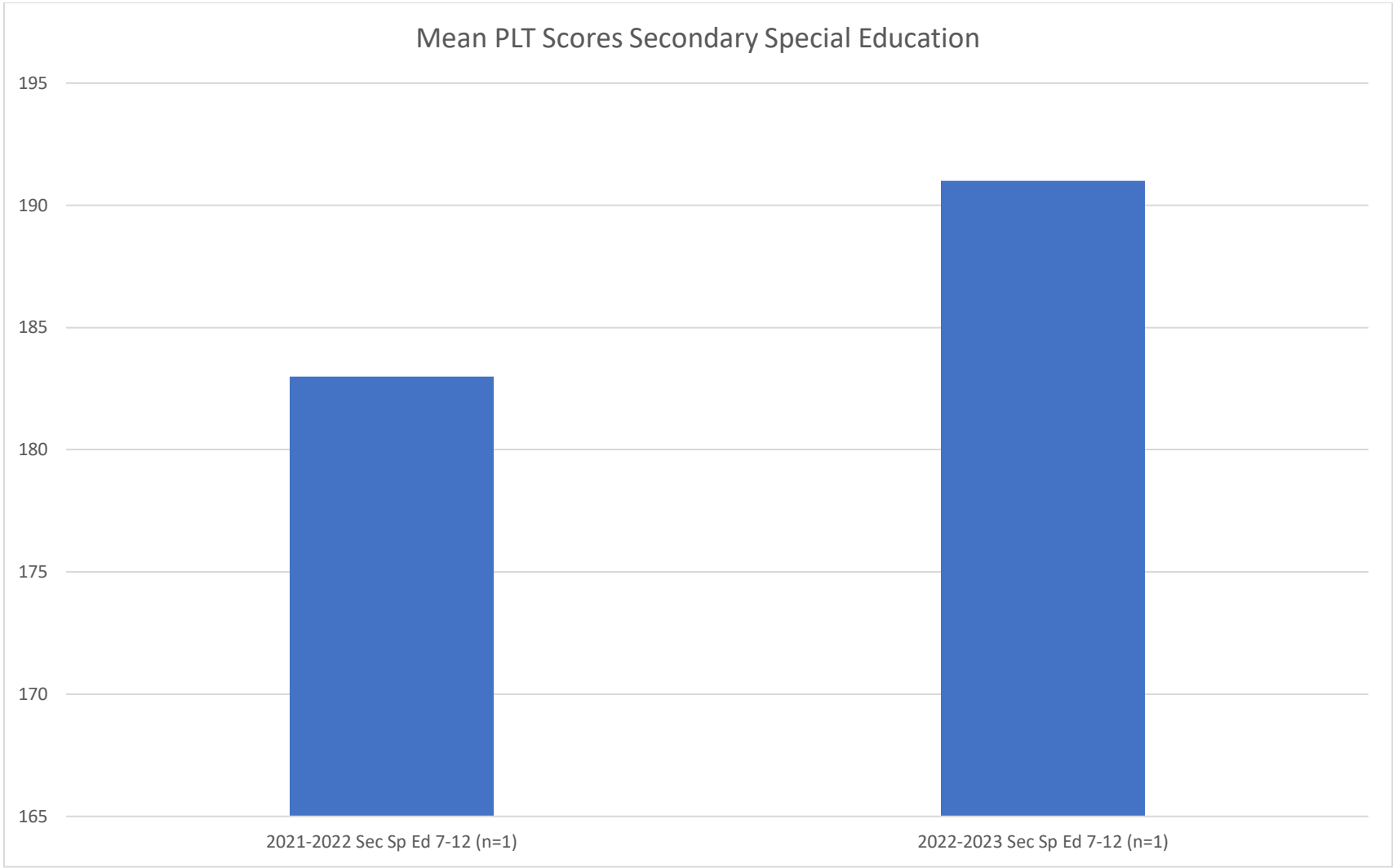
There is a somewhat significant increase in the scores from 2021-2022 to 2022-2023. This can be accounted for by:

1. The full time return to in-seat courses post COVID. Students in the 2021-2022 cohort were online for half of their sophomore year and the entirety of their junior year, thus receiving instruction for many 300-level courses online and without in-person field placements due to COIVD. Students in the 2022-2023 cohort were online for half of their freshman year and their entire sophomore year and and were therefore able to attend most of the 300 level courses in seat and participate in field placements in-person.

2. A change in Education Program practices with new faculty and leadership to encourage more active teaching and modeling of learning and teaching principles as well as frequent face-to-face conferencing and discussions pertaining to pedagogy.


Mean PLT Scores Elementary Education
195
190
185
180
175
170
165
2021-2022 Elem Ed K-6 (n=1)
2022-2023 Elem Ed K-6 (n=4)


Mean PLT Scores Elementary & Special Education
195.00
190.00
185.00
180.00
175.00
170.00
165.00
2021-2022 Elem Spe Ed K-6 (n=2)
2022-2023 Elem Spec Ed K-6 (n=2)


Mean PLT Scores Secondary Special Education
195
190
185
180
175
170
165
2021-2022 Sec Sp Ed 7-12 (n=1)
2022-2023 Sec Sp Ed 7-12 (n=1)

Alumni Survey Data

The Alumni/Completer survey is used to collect data from program completers annually. The survey is designed to elicit the perspective of recent program completers. Questions on these surveys were mapped to the AAQEP standards and are used as evidence that completers believe they have gained the content knowledge and skills necessary for professional practice. The survey is emailed directly to completers from the Program Director's email in an effort to maintain personal connection. For this aspect, the table provides the question and responses from respondents reporting completion for the academic years 2018-2023.

UC Alumni and Completer Survey

UC Alumni Survey Data Table Standard 1b

To address Standard 1b, *understanding learners, learning theory including social, emotional, and academic dimensions, and application of learning theory* completers were asked to what degree they agreed or disagreed regarding their satisfaction about the following items they received during their time in the UC Education Program:

Question 15: the basic skills to select instructional strategies to align with learning goals and standards

Question 21: the basic skills to differentiate instruction for students with mental health needs

Questions 23: the basic skills to design and modify assessments to match learning objectives

Question 24: the basic skills to provide students with meaningful feedback to guide next steps in learning.

Question 25: the basic skills to engage students in self-assessment strategies Question 30: basic skills to connect core content to real-life experiences for students

Question 27: the basic skills to effectively teach students from culturally, socio-economically, and ethnically diverse backgrounds and communities

Question 28: the basic skills to differentiate instruction for a variety of learning needs

Question29: the basic skills to use effective communication skills and strategies to convey ideas and information to students

Question 31: the basic skills to develop and maintain a classroom environment that promotes student engagement

Question 32: the basic skills to create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected

Of the eight respondents to the UC Alumni Survey their programs of completion are as follows:

3 Elementary and Special Education
3 Secondary Special Education
2 Elementary Education

Additionally, these respondents reported the following years of completion:

1 response: 2018

1 response: 2019

1 response: 2021

2 responses: 2022

3 responses: 2023

Despite a low n, data reveals a consistent picture of completer satisfaction as it relates to understanding learners, learning theory including social, emotional, and academic dimensions, and application of learning theory. For each of the items identified to correspond with Standard 1b, a majority of respondents reported strongly agreeing that they were satisfied with their preparation.

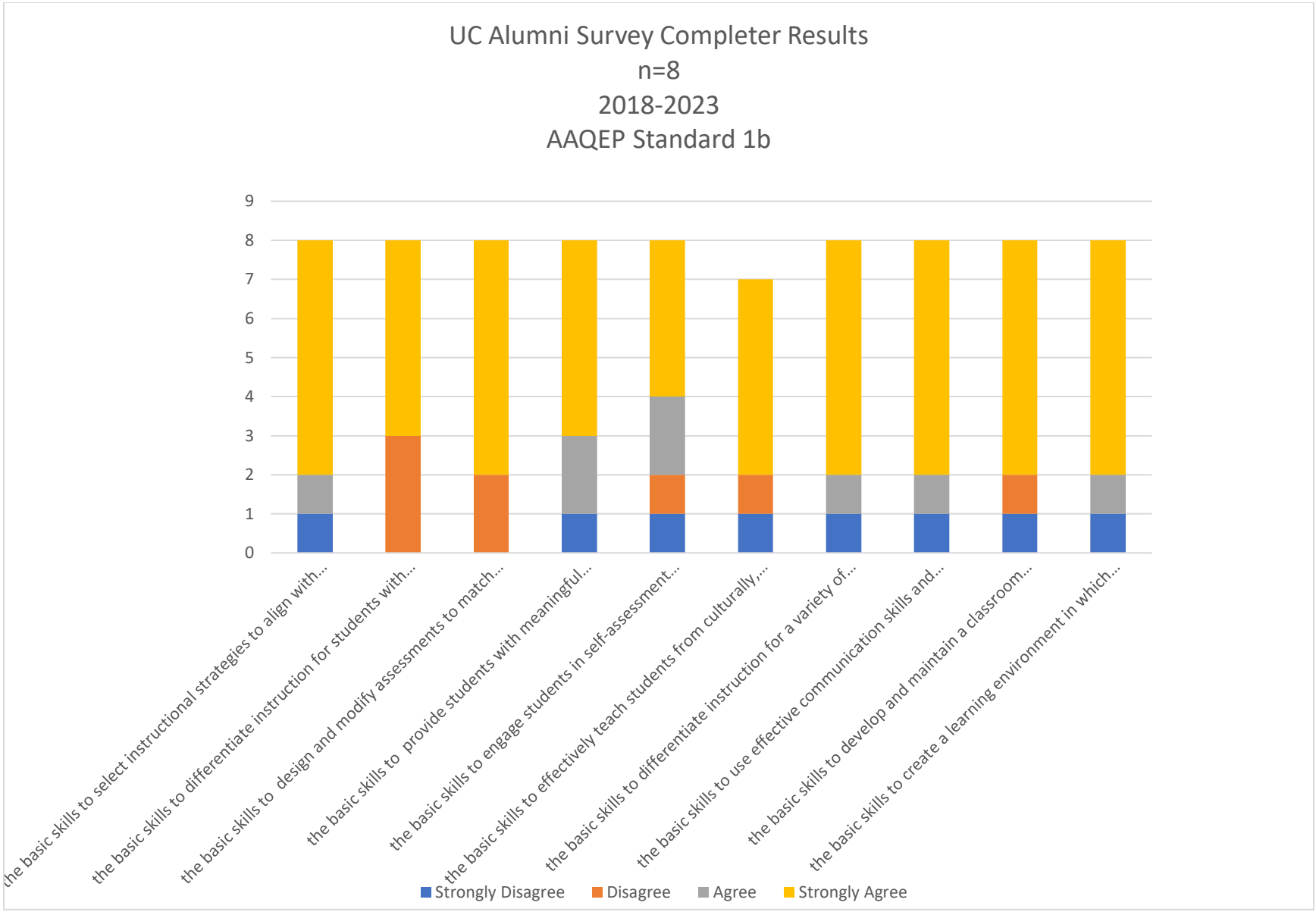
The chart below highlights numerous areas of strength in gold (strongly agree) and gray (agree). Among these are:

- The ability to to select instructional strategies to align with learning goals and standards
- The ability to to differentiate instruction for students with mental health needs
- The ability to design and modify assessments to match learning objectives
- The ability to provide students with meaningful feedback to guide next steps in learning The ability to connect content to real life
- The ability to to engage students in self-assessment strategies Question 30: basic skills to connect core content to real-life experiences for students

- The ability to to effectively teach students from culturally, socio-economically, and ethnically diverse backgrounds and communities
- The ability to differentiate instruction for a variety of learning needs
- The ability to use effective communication skills and strategies to convey ideas and information to students
- The ability to develop and maintain a classroom environment that promotes student engagement
- The ability to create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected

Education Faculty who began in Fall 2021 have focused on creating course experiences that are active and allow for a variety of interactions and perspectives. By continuing to do this and by consistently surveying our completers, we hope the empower our graduates with the ability to ensure that they have an understanding of learners, learning theory including social, emotional, and academic dimensions, and application of learning theory

One final significant note: due to the nature of this survey, while it was anonymous, the year of graduation could be aligned with responses. We feel it is significant that almost all scores of disagree or strongly disagree came from the years 2018 and 2019, prior to the new leadership and instruction in the UC Education Programs . There was only one "Disagree" for Question 21 regarding differentiation for students with mental health needs from 2023. Other than that, responses from 2021, 2022, and 2023 all fell in the agree and strongly agree score range.


UC Alumni Survey Completer Results
n=8
2018-2023
AAQEP Standard 1b
9
8
7
6
5
4
3
2
1
0
the basic skills to select instructional strategies to align with...
the basic skills to differentiate instruction for students with...
the basic skills to design and modify assessments to match...
the basic skills to provide students with meaningful...
the basic skills to engage students in self-assessment...
the basic skills to effectively teach students from culturally,...
the basic skills to differentiate instruction for a variety of...
the basic skills to use effective communication skills and...
the basic skills to develop and maintain a classroom...
the basic skills to create a learning environment in which...
Strongly Disagree
Disagree
Agree
Strongly Agree

Dispositions Data Table Upon graduation, UC's candidates display the dispositions of effective educators through their interactions with staff, teachers, faculty, educational specialists, community stakeholders, students, and other learners. Their dispositions are assessed by cooperating teachers, cooperating mentors, program directors, faculty, and candidate self-analysis. As students' progress through benchmarks, which reflect the milestones of pre-admission to the Teacher Education Program (pre-candidacy), admission to the program (candidacy), and student teaching/residency (program completion), they are required to demonstrate an understanding of "Know, Do, Be" at increasingly sophisticated degrees.

Dispositions are introduced and initially and informally self-assessed in EDUC 100 Introduction to Education. They are next formally assessed by Education Program Faculty during EDUC 299 Theories of Learning and Teaching as part of the Panels Program Admission Process**. To be admitted to the Education Program the student must demonstrate dispositions Emerging (1) or higher**. If a student does not demonstrate such dispositions, the student may receive provisional program admission with the understanding that they have two semesters to meet the requirement. In such a situation, faculty work with the student to offer support, resources, and opportunities for growth and development such as frequent conferencing both before and after lessons to be planned or taught. Self-assessment of dispositions occurs formally during EDUC 320 Integrated Methods which follows program admission usually during junior year. Final disposition assessment occurs in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area and are assessed by the cooperating teacher.

Our data is drawn from the years 2021-2023 in the following courses: EDUC 299 (pre-candidacy), EDUC 320 (candidacy), and EDUC 422 or EDUC 497 (program completion) during the 2021-2023 academic years. Please note that Self- Assessment Dispositions were not collected for Fall 202 due to classes being entirely online. Therefore, there are only two data points for Disposition Self-Assessment, Fall 2021 and Fall 2022.

Data is disaggregated:

- Program Admission-all majors by cohort
- Self-Assessment-all majors by cohort
- Final disposition-by major and by cohort

To address Standard 1b, *understanding learners, learning theory including social, emotional, and academic dimensions, and application of learning theory,* candidates were assessed using the UC Dispositions Survey. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers mastered *understanding learners, learning*

theory including social, emotional, and academic dimensions, and application of learning theory. Those areas directly related to Standard 1b:

I. Impact-
a. Demonstrates commitment to learners and the field of education
b. Demonstrates the belief that all individuals can succeed
c. Respects and responds to individual needs
d. Provides equitable learning and development opportunities for all
e. Has high expectations for all learners
f. Seeks professional development opportunities

UC Dispositions Data Chart Standard 1b

UC Dispositions Rubric

To provide evidence for Standard 1b, we will focus on only item one on the UC Disposition Rubric: Impact.

Program Admission Dispositions

As shown on the first chart below, regarding "Impact", **the mean of candidates for all three data points, Spring 2021, Spring 2022, and Spring 2023, exceeded the required scores of Emerging (1**). The mean score for **Spring 2021 pre-candidates was 1.6.** The mean score for **Spring 2022 pre-candidates was 2 (Proficient**). The mean score for **Spring 2023 pre-candidates was 2 (Proficient)**.

Self-Assessment Dispositions

As shown on the second chart below, regarding "Impact", **the mean of candidates for the two data points, Fall 2021 and Fall 2022, exceeded the required scores of Emerging (1**). The mean score for **Fall 2022 pre-candidates was 2.1 (Proficient).** The mean score for **Fall 2023 pre-candidates was 2.6 (Proficient+**). Students in the Fall 2021 cohort were online for half of their sophomore year and the entirety of their junior year, thus receiving instruction for many 300-level courses online and without in-person field placements due to COIVD. Students in the 2022-2023 cohort were online for half of their freshman year and their entire sophomore year and were therefore able to attend most of the 300 level courses in seat and participate in field placements in-person. These factors account for the slight discrepancy in scores.

Final Dispositions

As shown on the third chart below, **Elementary Education** completers for Spring 2022, Fall 2022, and Spring 2023 **all surpassed the minimum required score "Emerging" (1 point) regarding "Impact**." The **Spring 2022 graduate earned a score of 3 "Exemplary"**; The mean score for **Fall 2022 completers (n=2) was 2.5 (Proficient+)**; and **the Spring 2023 completer (n=1) earned a 3** "Exemplary."

It should be noted that:

-There were no Elementary Education completers for Fall 2021.

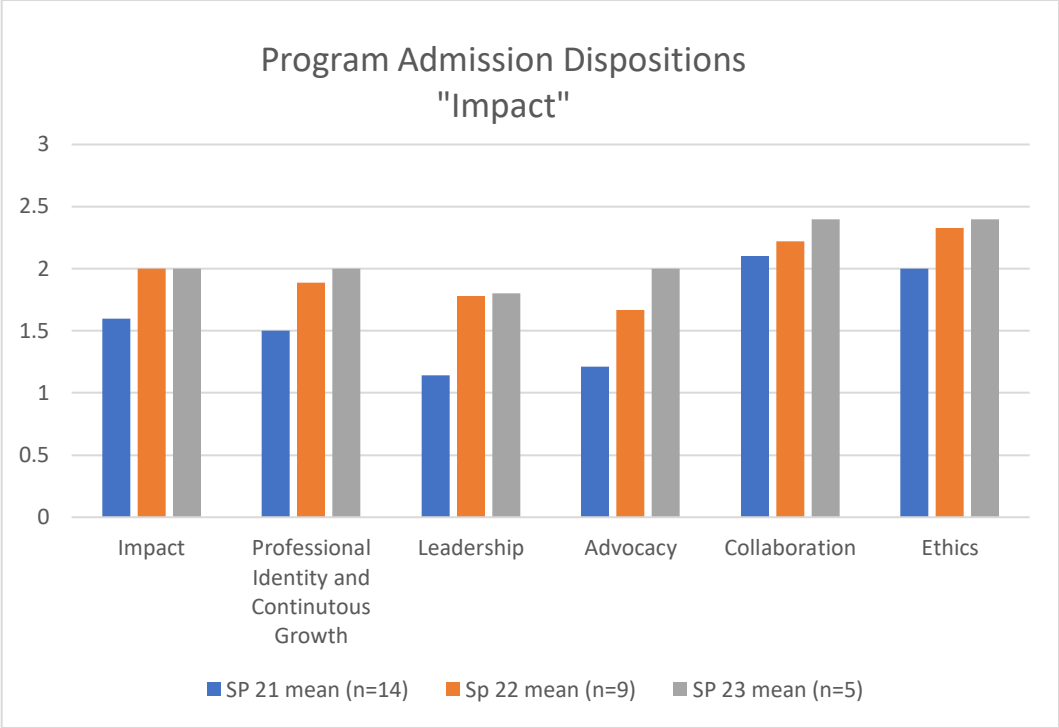
-Spring 2023 should have an n=2 as with other tools, but the disposition for that individual student was not submitted.

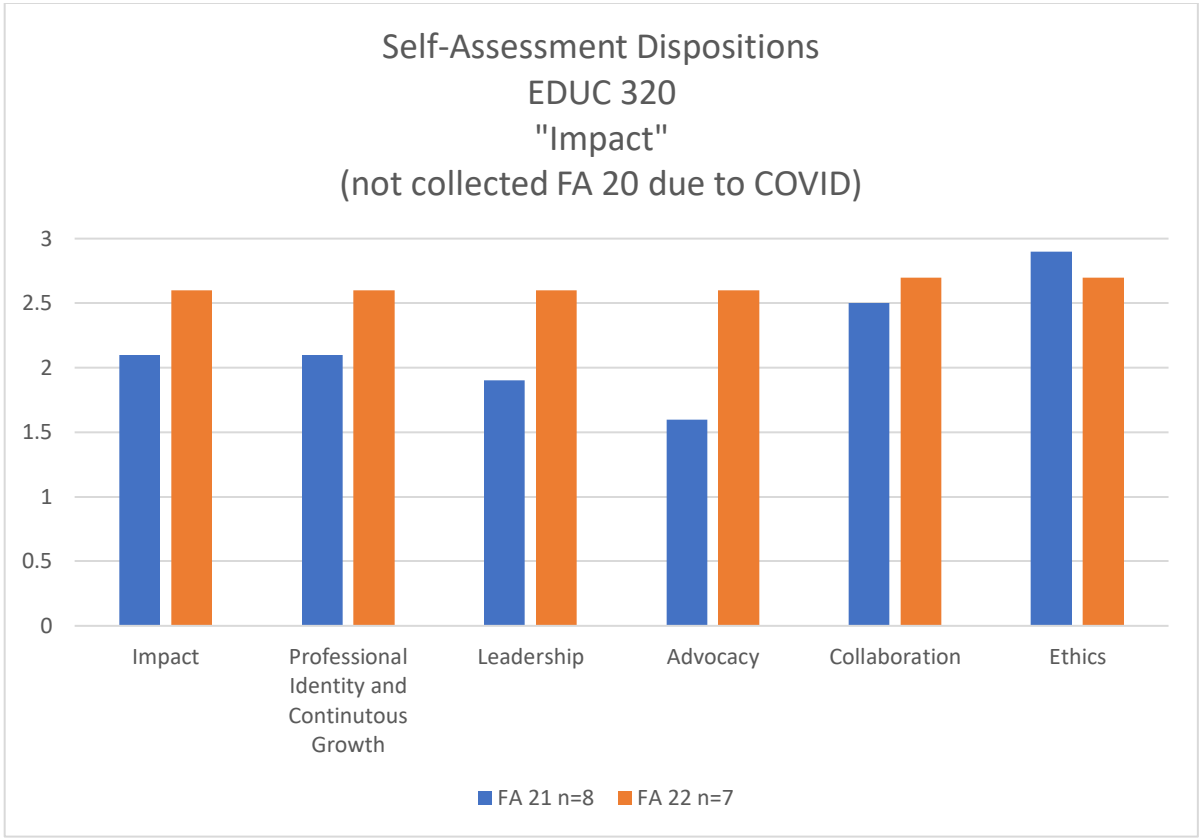
As shown on the fourth chart below, **Elementary and Special Education** completers for Fall 2021 and Spring 2023 **all surpassed the minimum required score "Emerging" (1 point) regarding "Impact**." The **Fall 2021 mean score (n=2) was a 3 "Exemplary."**

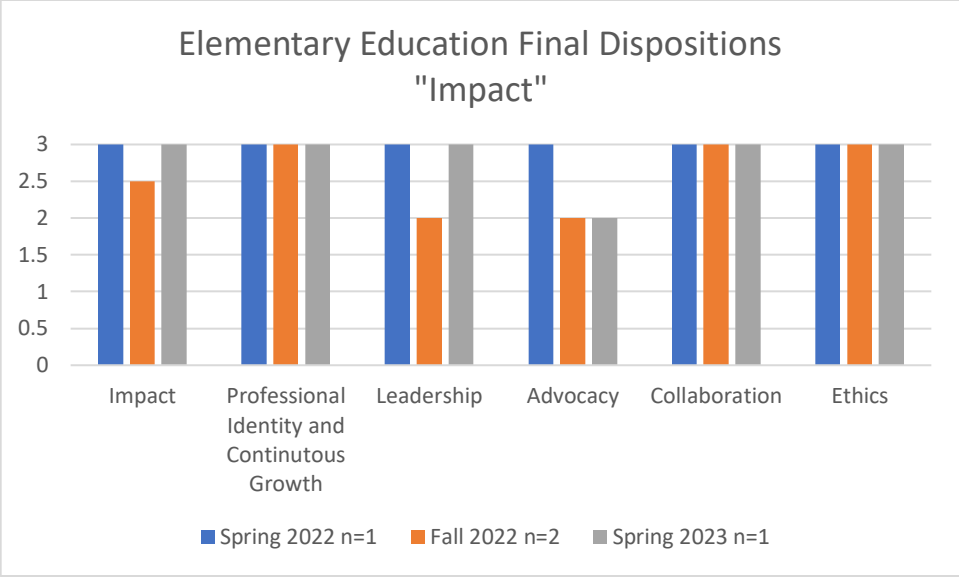
It should be noted that:

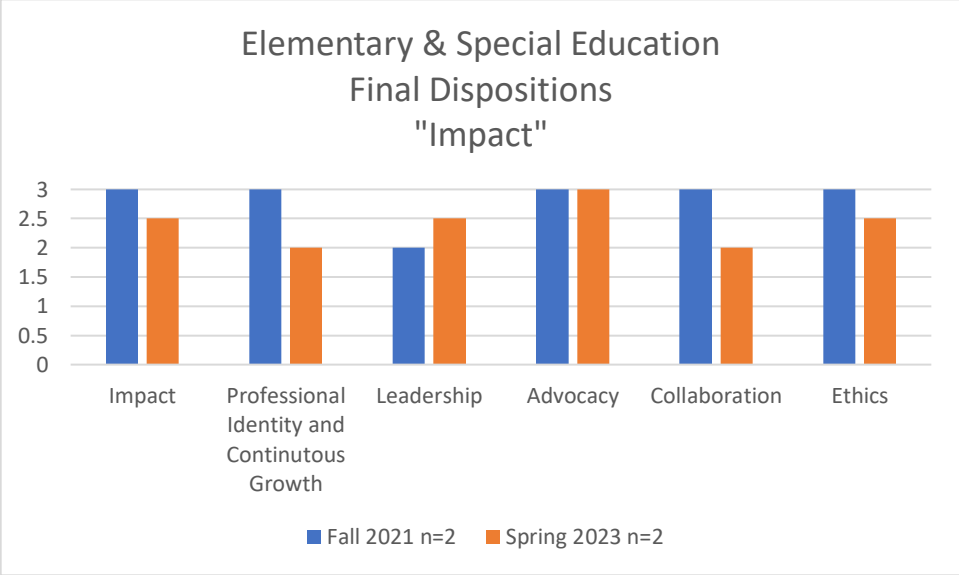
-There were no Elementary and Special Education completers for Spring 2022.

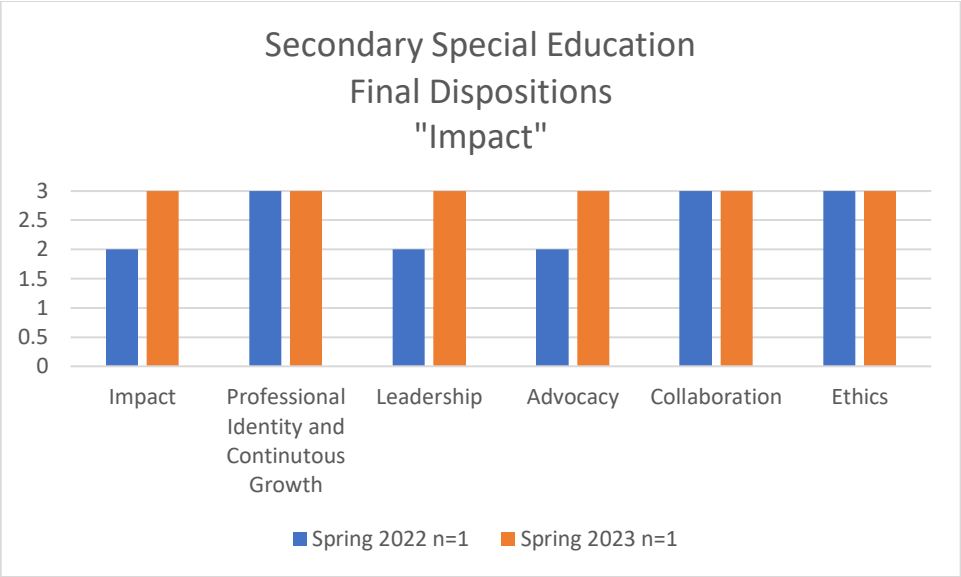
As shown in the final chart below, **Secondary Special Education** completers for Spring 2022 and Spring 2023 **both surpassed the minimum required score "Emerging" (1 point) regarding "Impact**." The Spring 2022 completer scores 2 (Proficient) and the Spring 2023 completer scores 3 "Exemplary". There were no Secondary Special Education completers for Fall 2021 or Fall 2022.


Program Admission Dispositions
"Impact"
3
2.5
2
1.5
1
0.5
0
Impact
Professional Identity and Continutous Growth
Leadership
Advocacy
Collaboration
Ethics
SP 21 mean (n=14)
Sp 22 mean (n=9)
SP 23 mean (n=5)


Self-Assessment Dispositions
EDUC 320
"Impact"
(not collected FA 20 due to COVID)
3
2.5
2
1.5
1
0.5
0
Impact
Professional Identity and Continutous Growth
Leadership
Advocacy
Collaboration
Ethics
FA 21 n=8
FA 22 n=7


Elementary Education Final Dispositions
"Impact"
3
2.5
2
1.5
1
0.5
0
Impact
Professional Identity and Continutous Growth
Leadership
Advocacy
Collaboration
Ethics
Spring 2022 n=1
Fall 2022 n=2
Spring 2023 n=1


Elementary & Special Education
Final Dispositions
"Impact"
3
2.5
2
1.5
1
0.5
0
Impact
Professional Identity and Continutous Growth
Leadership
Advocacy
Collaboration
Ethics
Fall 2021 n=2
Spring 2023 n=2



WVTPA Data Table The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all UC candidates during the culminating student teaching/residency 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); 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 record and analyze teaching episodes. After teaching the unit, candidates 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 trained UC Education Program Faculty. The four-point rating scale on each rubric reflects the same descriptors used for beginning teachers 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 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. Candidate performance on the TPA is used to provide evidence for program completion. Candidates include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that taught. Each of these are a required part of the TPA. If one or more sections are omitted, the candidate is required to remediate and re-do the TPA.

To address Standard 1b, *understanding learners, learning theory including social, emotional, and academic dimensions, and application of learning theory,* student teachers were assessed using the WVTPA. The data we share shows results of these assessments during the candidate's final evaluation. Data is not disaggregated in this section and all three programs, Elementary Education, Elementary Special Education, and Secondary Special Education and accounted for in the charts below for both the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers mastered content, pedagogical, and/or professional knowledge relevant to the credential or degree sought. Those areas directly related to Standard 1a are:

4A: Factors in Planning

4D: Rationale for Instructional Strategies

4E: Learning Resources

4F: Differentiated Instruction

5C: Flexibility

These WVTPA standards are shown in green for 2021-2022 and black for 2022-2023.

Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years.

UC WVTPA Data Charts Standard 1b

West Virginia Teacher Performance Assessment (WVTPA)

Regarding Standard 1b, *Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought,* **all candidates for 2021-2022 and 2022-2023 exceeded the required score of 2 "Emerging" for the WVTPA standards that apply to Standard 1b**.

For WVTPA Standard 4A Factors in Planning, **the mean score for 2021-2022 candidates was 4** (Distinguished) while the **mean score for 2022-2023 candidates was 3.7**.

For WVTPA Standard 4D Rationale for Instructional Strategies, **the mean score for 2021-2022 candidates was 4** (Distinguished) while the **mean score for 2022-2023 candidates was 3.4**.

For WVTPA Standard 4E Learning Resources, **the mean score for 2021-2022 candidates was 4** (Distinguished) while the **mean score for 2022-2023 candidates was 3.7**.

For WVTPA Standard 4F: Differentiated Instruction, **the mean score for 2021-2022 candidates was 4** (Distinguished) while the **mean score for 2022-2023 candidates was 3.7**.

For WVTPA 5C: Flexibility, **the mean score for 2021-2022 and 2022-2023 candidates was 4** (Distinguished).

WVTPA results for the standards pertaining to Standard 1b were consistent across both cohorts. There are two factors we feel could have played a role in the slight decrease from 2021-2022 to 2022-2023.

1. Fall 2021 WVTPAs were scored by a faculty member who retired that same year. The same faculty member also taught EDUC 496 Student Teaching Seminar in which candidates receive instruction and support for the WVTPA. This could account for the slight discrepancy in awarding scores to students. Beginning in Spring 2022, following WVTPA score training, Dr. Divita began scoring WVTPAs for consistency.

2. Dr. Divita taught EDUC 496 Student Teaching Seminar in Spring 2022 and Fall 2022. Dr. Cheek taught this course in Spring 2023. The sharing of instructional duties is a deliberate decision so each faculty member can experience the course and meet as a program to discuss strengths , weaknesses, and ideas. Professor Sarah Gallagher is slated to teach the course in Fall 2023 after which faculty will gather again to discuss the course and how to most effectively approach WVTPA support. One idea faculty are currently discussing is co-teaching the course thus allowing each instructor to bring his/her strengths to the course and so candidates have consistent

access to all faculty members throughput their student teaching experience. In addition to helping candidates successfully complete the WVTPA, the final semester in the Education Program can be taxing emotionally for students as well, so this decision has also been made to try to optimally support the students academically, mentally, and emotionally. The varying instructors could impact these results, but the investigation into how to best facilitate the course is well worth the slight decline, if indeed that is a factor.

1c. Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning

Across the University of Charleston's Education Program, we consistently provide candidates with knowledge and skills related to culturally responsive practice, including multiple aspects of diversity. This is evidenced by results from multiple sources and multiple perspectives, including: Student Teacher Assessment Rubric (STAR) data (faculty/P12 partners), Dispositions data (candidate/faculty/P12 Partner), and West Virginia Teacher Performance Assessment (WVTPA). The evidence is presented here:

STAR Data Table The UC STAR is based on Standards 1-5 of the West Virginia Department of Education Office of School Improvement's Evaluation Rubric for Teachers: WVDE Evaluation Rubric for Teachers. Following each lesson taught (6 lessons observed by UC Faculty over the 14-week student teaching/residency placement), candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress throughout the semester during monthly program meetings and during informal discussions. **Student teachers are required to achieve scores of Emerging (2) or higher in all areas**. NOTE P-12 Partners compete 3 STAR forms-validity and consistency check and to monitor progress.

Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years.

UC STAR Data Chart Standard 1c

UC Student Teacher Assessment Rubric (STAR)

To address Standard **1c culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning***,* student teachers were assessed using the UC Student Teacher Assessment Rubric. The data we share shows results of these assessments during the candidate's final evaluation. Data is disaggregated into three groups: Elementary Education, Elementary Special Education, and Secondary Special Education for the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers mastered content, pedagogical, and/or professional knowledge relevant to the credential or degree sought. The area directly related to Standard 1c is:

Standard 2.3: The teacher candidate establishes and maintains a learner-centered culture.

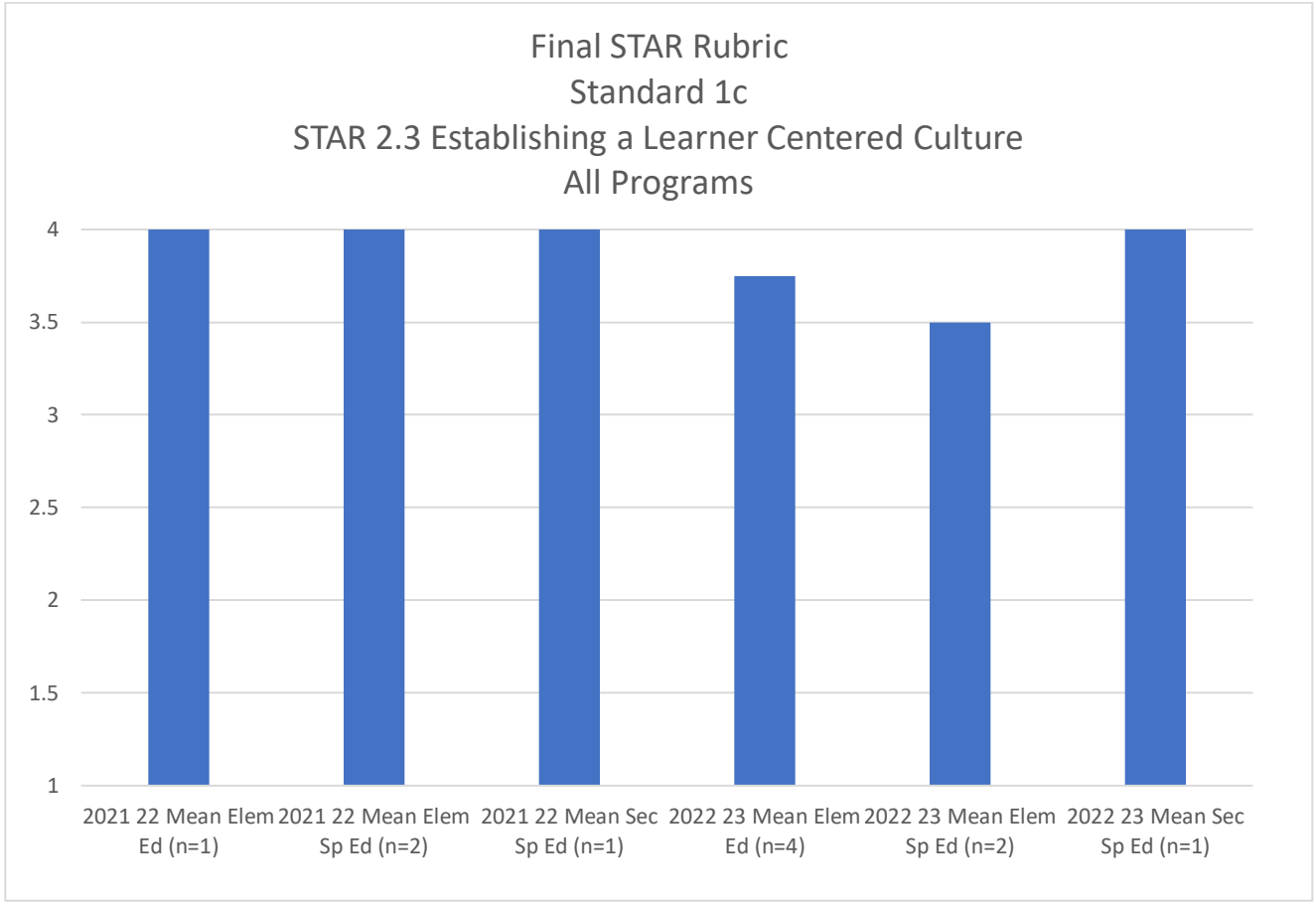
Standard 2.3: The teacher candidate establishes and maintains a learner-centered culture.

The chart below shows the mean of completers, 2021-2022 and 2022-2023, across all programs exceeding the required scored of 2 "Emerging".

The 2021-2022 Elementary Education completer scored a 4 "Distinguished".
The mean score for 2021-22 Elementary and Special Education completers (n=2) was 4 "Distinguished".
The 2021-2022 Secondary Special Education completer scored a 4 "Distinguished".
The mean score for 2022-23 Elementary Education completers (n=2) was 3.7 "Accomplished +".
The mean score for 2022-23 Elementary and Special Education completers (n=2) was 3.5 "Accomplished +".
The 2022-2023 Secondary Special Education completer scored a 4 "Distinguished".

The slight discrepancy in scores is most likely due to the low n for those programs with a score of 4.

While this is an area Education faculty believe we can continue to improve upon in our courses, scores reflect students who are able to demonstrate culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning. Education Faculty who began in Fall 2021 have focused on creating course experiences that are active and allow for a variety of interactions and perspectives inclusive of race, ethnicity, class, gender identity and expression, sexual identity. By continuing to do this and by consistently surveying our completers, we hope the empower our graduates with the ability to ensure that they understand culturally responsive practices.


Final STAR Rubric
Standard 1c
STAR 2.3 Establishing a Learner Centered Culture
All Programs
4
3.5
3
2.5
2
1.5
1
2021 22 Mean Elem Ed (n=1)
2021 22 Mean Elem Sp Ed (n=2)
2021 22 Mean Sec Sp Ed (n=1)
2022 23 Mean Elem Ed (n=4)
2022 23 Mean Elem Sp Ed (n=2)
2022 23 Mean Sec Sp Ed (n=1)

Dispositions Upon graduation, UC's candidates display the dispositions of effective educators through their interactions with staff, teachers, faculty, educational specialists, community stakeholders, students, and other learners. Their dispositions are assessed by cooperating teachers, cooperating mentors, program directors, faculty, and candidate self-analysis. As students' progress through benchmarks, which reflect the milestones of pre-admission to the Teacher Education Program (pre-candidacy), admission to the program (candidacy), and student teaching/residency (program completion), they are required to demonstrate an understanding of "Know, Do, Be" at increasingly sophisticated degrees.

Dispositions are introduced and initially and informally self-assessed in EDUC 100 Introduction to Education. They are next formally assessed by Education Program Faculty during EDUC 299 Theories of Learning and Teaching as part of the Panels Program Admission Process**. To be admitted to the Education Program the student must demonstrate dispositions Emerging (1) or higher**. If a student does not demonstrate such dispositions, the student may receive provisional program admission with the understanding that they have two semesters to meet the requirement. In such a situation, faculty work with the student to offer support, resources, and opportunities for growth and development such as frequent conferencing both before and after lessons to be planned or taught. Self-assessment of dispositions occurs formally during EDUC 320 Integrated Methods which follows program admission usually during junior year. Final disposition assessment occurs in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area and are assessed by the cooperating teacher.

Our data is drawn from the years 2021-2023 in the following courses: EDUC 299 (pre-candidacy), EDUC 320 (candidacy), and EDUC 422 or EDUC 497 (program completion) during the 2021-2023 academic years. Please note that Self- Assessment Dispositions were not collected for Fall 202 due to classes being entirely online. Therefore, there are only two data points for Disposition Self-Assessment, Fall 2021 and Fall 2022.

Data is disaggregated:

Program Admission-all majors by cohort
Self-Assessment-all majors by cohort
Final disposition-by major and by cohort

To address Standard 1c, *culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning,* candidates were assessed using the UC Dispositions Survey. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers mastered *understanding learners, learning theory including social, emotional, and academic dimensions, and application of learning theory*. Those areas directly related to Standard 1c:

I. Impact-

- Demonstrates commitment to learners and the field of education

- Demonstrates the belief that all individuals can succeed
- Respects and responds to individual needs
- Provides equitable learning and development opportunities for all
- Has high expectations for all learners
- Seeks professional development opportunities

IV. Advocacy

- Supports and empowers individuals from diverse backgrounds
- Includes families and other stakeholders in planning for individual success
- Advocates for the social, emotional, behavioral, and basic needs of others
- Demonstrates empathy, professional self-confidence, fairness, patience, persistence, problem-solving, and appropriate risk-taking on behalf of others

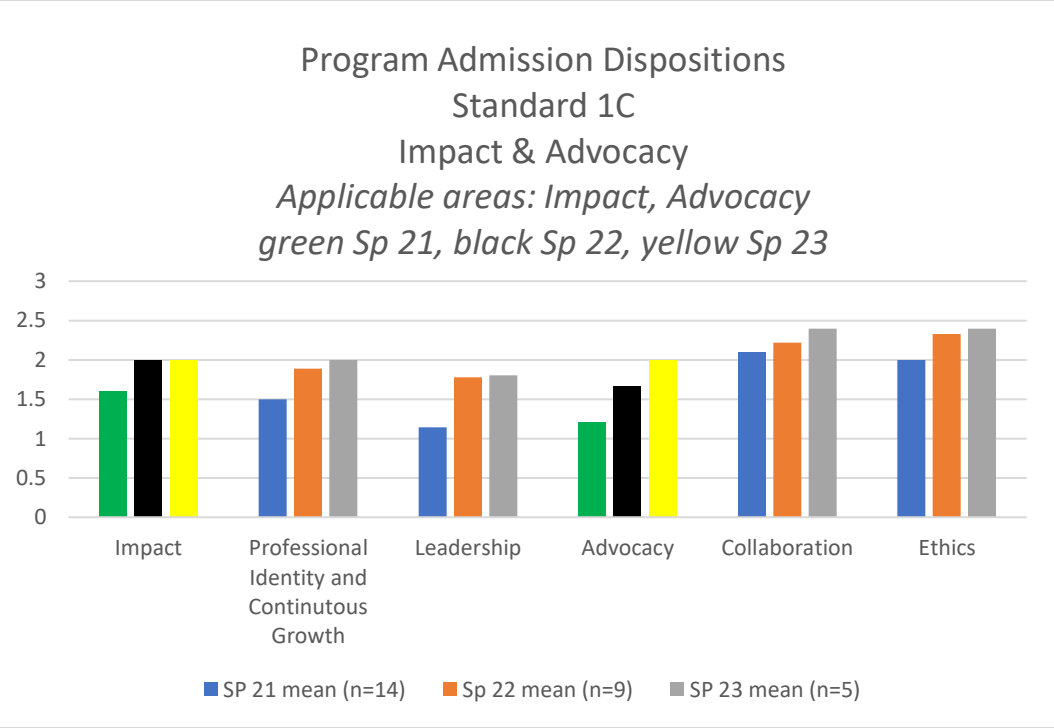
UC Dispositions Data Charts Standard 1c

UC Dispositions Rubric

Program Admission Dispositions

As shown on chart below, regarding "Impact", **the mean of candidates for all three data points, Spring 2021, Spring 2022, and Spring 2023, exceeded the required scores of Emerging (1**). The mean score for **Spring 2021 pre-candidates (n=14) was 1.6.** The mean score for **Spring 2022 pre-candidates (n=9) was 2 (Proficient**). The mean score for **Spring 2023 pre-candidates (n=5) was 2 (Proficient)**.

Regarding "Advocacy", **the mean of candidates for all three data points, Spring 2021, Spring 2022, and Spring 2023, exceeded the required scores of Emerging (1**). The mean score for Spring 2021 pre-candidates (n=14) was 1.21. The mean score for **Spring 2022 pre-candidates (n=9) was 1.67.** The mean score for **Spring 2023 pre-candidates (n=5) was 2 (Proficient)**.

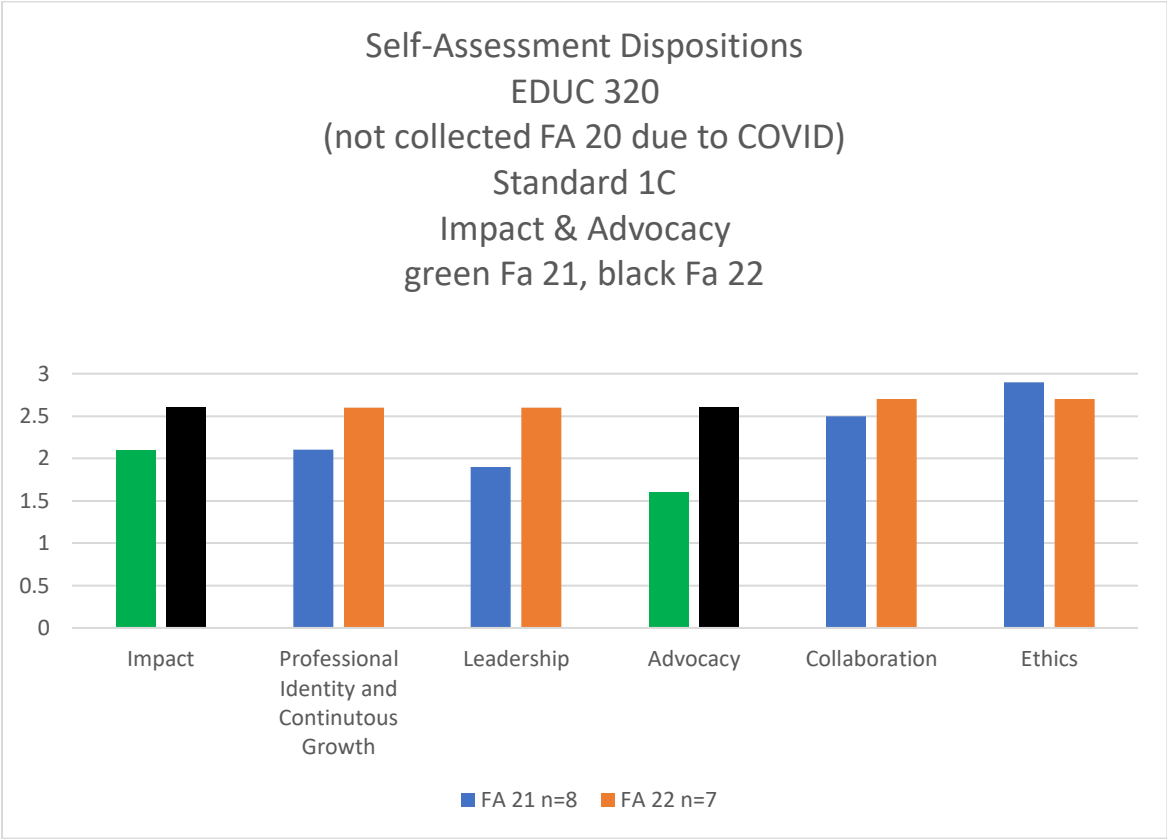


Self-Assessment Dispositions

As shown on the second chart below, regarding "Impact", **the mean of candidates for the two data points, Fall 2021 and Fall 2022, exceeded the required scores of Emerging (1**). The mean score for **Fall 2022 pre-candidates was 2.1 (Proficient).** The mean score for **Fall 2023 pre-candidates was 2.6 (Proficient+**).

Regarding "Advocacy", **the mean of candidates for both data points, Fall 2021 and Fall 2022, exceeded the required scores of Emerging (1**). The mean score for Fall 2021 candidates (n=8) was 1.6. The mean score for **Fall 2022 pre-candidates (n=7) was 2.6 (Proficient +).**

Students in the Fall 2021 cohort were online for half of their sophomore year and the entirety of their junior year, thus receiving instruction for many 300-level courses online and without in-person field placements due to COVID. Students in the 2022-2023 cohort were online for half of their freshman year and their entire sophomore year and were therefore able to attend most of the 300 level courses in seat and participate in field placements in-person. These factors account for the slight discrepancy in scores.


Self-Assessment Dispositions
EDUC 320
(not collected FA 20 due to COVID)
Standard 1C
Impact & Advocacy
green Fa 21, black Fa 22
3
2.5
2
1.5
1
0.5
0
Impact
Professional Identity and Continutous Growth
Leadership
Advocacy
Collaboration
Ethics
FA 21 n=8
FA 22 n=7

Final Dispositions

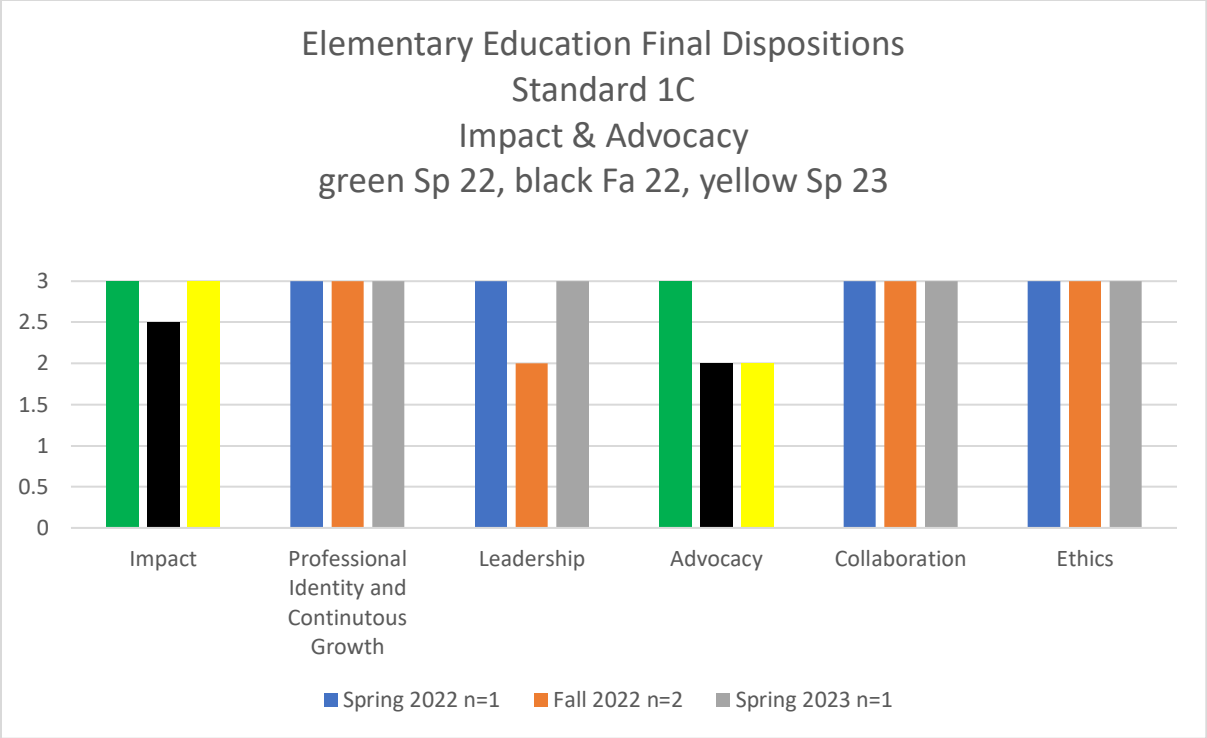
As shown on the chart below, **Elementary Education** completers for Spring 2022, Fall 2022, and Spring 2023 **all surpassed the minimum required score "Emerging" (1 point) regarding "Impact**." The **Spring 2022 graduate earned a score of 3 "Exemplary"**; The mean score for **Fall 2022 completers (n=2) was 2.5 (Proficient+)**; and **the Spring 2023 completer (n=1) earned a 3** "Exemplary."

It should be noted that:

-There were no Elementary Education completers for Fall 2021.

-Spring 2023 should have an n=2 as with other tools, but the disposition for that individual student was not submitted.

Regarding "Advocacy", **Elementary Education** completers for Spring 2022, Fall 2022, and Spring 2023 **all surpassed the minimum required score "Emerging" (1 point) regarding.** The **Spring 2022 graduate earned a score of 3 "Exemplary"**; The mean score for **Fall 2022 completers (n=2) was 2 (Proficient+)**; and **the Spring 2023 completer (n=1) earned a 2** "**Proficient."**

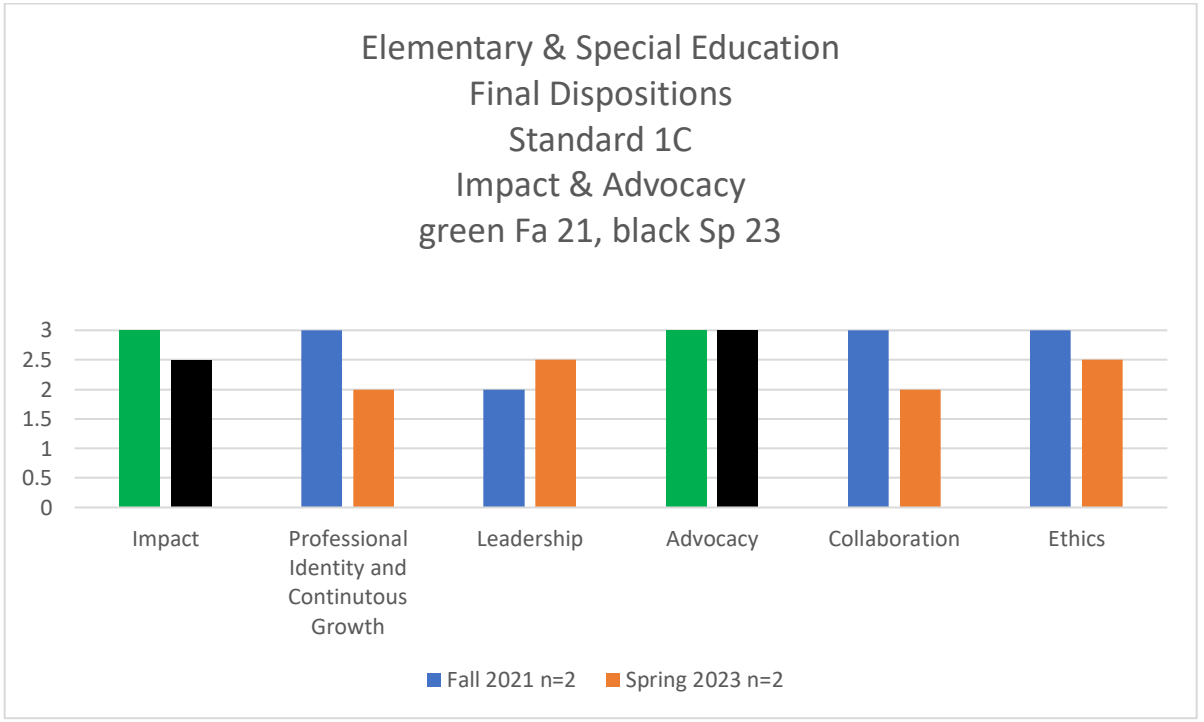

Elementary Education Final Dispositions
Standard 1C
Impact & Advocacy
green Sp 22, black Fa 22, yellow Sp 23
3
2.5
2
1.5
1
0.5
0
Impact
Professional Identity and Continutous Growth
Leadership
Advocacy
Collaboration
Ethics
Spring 2022 n=1
Fall 2022 n=2
Spring 2023 n=1

As shown on the chart below, **Elementary and Special Education** completers for Fall 2021 and Spring 2023 **all surpassed the minimum required score "Emerging" (1 point) regarding "Impact**." The **Fall 2021 mean score (n=2) was a 3 "Exemplary."**

It should be noted that:

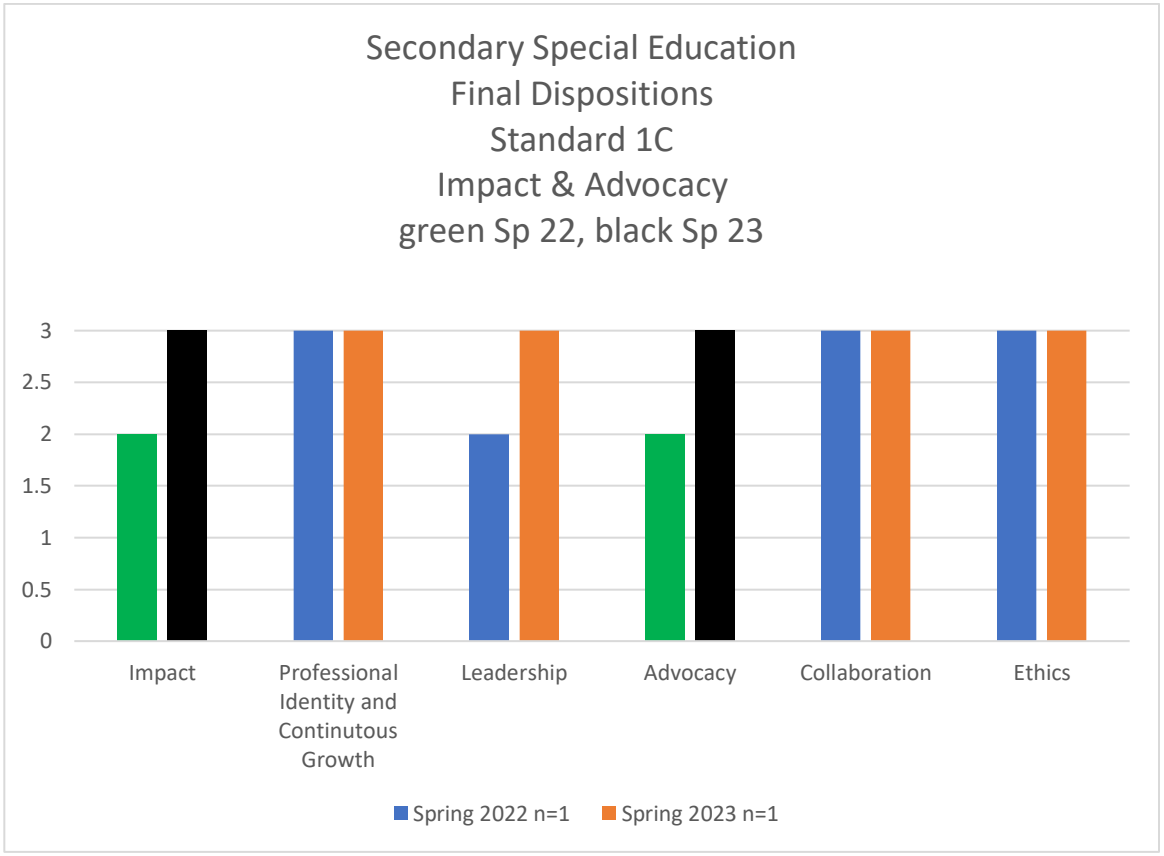
-There were no Elementary and Special Education completers for Spring 2022.

Regarding "Advocacy", **Elementary and Special Education** completers for Fall 2021 and Spring 2023 **all surpassed the minimum required score "Emerging" (1 point).** The **Fall 2021 and Spring 2023 mean scores (n=2) were 3 "Exemplary."**



As shown on the chart below, **Secondary Special Education** completers for Spring 2022 and Spring 2023 **both surpassed the minimum required score "Emerging" (1 point) regarding "Impact**." The Spring 2022 completer scores 2 (Proficient) and the Spring 2023 completer scores 3 "Exemplary". There were no Secondary Special Education completers for Fall 2021 or Fall 2022.

Regarding "Advocacy", **Secondary Special Education** completers for Spring 2022 and Spring 2023 **both surpassed the minimum required score "Emerging" (1 point) regarding, each scoring the maximum of 3, Exemplary.** There were no Secondary Special Education completers for Fall 2021 or Fall 2022.



WVTPA Data Table The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all UC candidates during the culminating student teaching/residency 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); 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 record and analyze teaching episodes. After teaching the unit, candidates 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 trained UC Education Program Faculty. The four-point rating scale on each rubric reflects the same descriptors used for beginning teachers 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 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. Candidate performance on the TPA is used to provide evidence for program completion. Candidates include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that taught. Each of these are a required part of the TPA. If one or more sections are omitted, the candidate is required to remediate and re-do the TPA.

To address Standard 1c, *culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning*, student teachers were assessed using the WVTPA. The data we share shows results of these assessments during the candidate's final evaluation. Data is not disaggregated in this section and all three programs, Elementary Education, Elementary Special Education, and Secondary Special Education and accounted for in the charts below for both the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers mastered content, pedagogical, and/or professional knowledge relevant to the credential or degree sought. The area directly related to Standard 1c is.

5C: Flexibility

These WVTPA standards are shown in green for 2021-2022 and black for 2022-2023.

Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years.

UC WVTPA Data Chart Standard 1c

West Virginia Teacher Performance Assessment (WVTPA)

For WVTPA 5C: Flexibility, **the mean score for 2021-2022 and 2022-2023 candidates was 4** (Distinguished).

WVTPA results for the standards pertaining to Standard 1c were consistent across both cohorts. There are two factors we feel could have played a role in the slight decrease from 2021-2022 to 2022-2023.

1d. Assessment of and for student learning, assessment and data literacy, and use of data to inform practice

Across the University of Charleston's Education Program, we consistently provide candidates with knowledge and skills related to assessments of P12 students and the use of data to inform practice. This is evidenced by results from multiple sources and multiple perspectives, including: Alumni surveys (completer perspective) and West Virginia Teacher Performance Assessment (WVTPA) The evidence is presented here:

Alumni Survey Data: The Alumni/Completer survey is used to collect data from program completers annually. The survey is designed to elicit the perspective of recent program completers. Questions on these surveys were mapped to the AAQEP standards and are used as evidence that completers believe they have gained the content knowledge and skills necessary for professional practice. The survey is emailed directly to completers from the Program Director's email in an effort to maintain personal connection. For this aspect, the table provides the question and responses from respondents reporting completion for the academic years 2018-2023.

UC Alumni and Completer Survey

UC Alumni Survey Data Chart Standard 1d

To address Standard 1d, *Assessment of and for student learning, assessment and data literacy, and use of data to inform practice* completers were asked to what degree they agreed or disagreed regarding their satisfaction about the following items they received during their time in the UC Education Program:

Question 17: the UC teacher preparation program gave you the basic skills to account for students' prior knowledge of experience in instructional planning

Question 18: the UC teacher preparation program gave you the basic skills to design long-range instructional plans that meet curricular goals.

Question 19: the UC teacher preparation program gave you the basic skills to regularly adjust instructional plans to meet students' needs.

Question 20: UC teacher preparation program gave you the basic skills to differentiate instruction for students with IEPs and 504 plans.

Question 21: the UC teacher preparation program gave you the basic skills to differentiate instruction for students with mental health needs.

Question 22: the UC teacher preparation program gave you the basic skills to plan lessons with clear learning objectives/goals in mind

Question 23: the UC teacher preparation program gave you the basic skills to design and modify assessments to match learning objectives.

Question 24: the UC teacher preparation program gave you the basic skills to provide students with meaningful feedback to guide next steps in learning

Question 25: the UC teacher preparation program gave you the basic skills to engage students in self-assessment strategies

Question 26: the UC teacher preparation program gave you the basic skills to use formative and summative assessments to inform instructional practice

Question 28: the UC teacher preparation program gave you the basic skills to differentiate instruction for a variety of learning needs

Of the eight respondents to the UC Alumni Survey their programs of completion are as follows:

3 Elementary and Special Education
3 Secondary Special Education
2 Elementary Education

Additionally, these respondents reported the following years of completion:

1 response: 2018

1 response: 2019

1 response: 2021

2 responses: 2022

3 responses: 2023

Despite a low n, data reveals a consistent picture of completer satisfaction as it relates to understanding learners, learning theory including social, emotional, and academic dimensions, and application of learning theory. For each of the items identified to correspond with Standard 1d, a majority of respondents reported strongly agreeing that they were satisfied with their preparation.

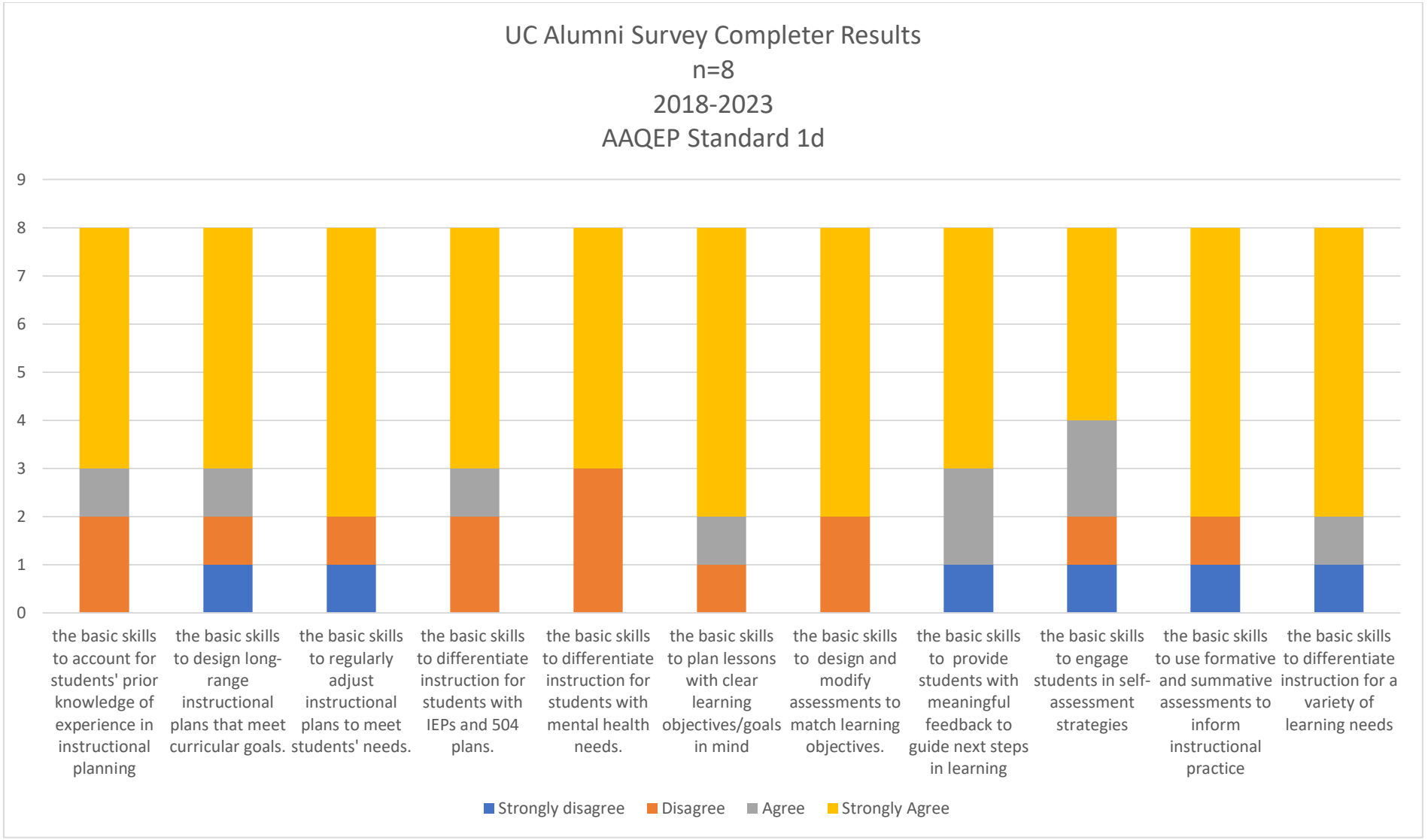
The chart below highlights numerous areas of strength in gold (strongly agree) and gray (agree). Among these are:

- The ability to account for students' prior knowledge of experience in instructional planning
- The ability to design long-range instructional plans that meet curricular goals.
- The ability to regularly adjust instructional plans to meet students' needs.
- The ability to differentiate instruction for students with IEPs and 504 plans.
- The ability to differentiate instruction for students with mental health needs.
- The ability to plan lessons with clear learning objectives/goals in mind
- The ability to design and modify assessments to match learning objectives.
- The ability to provide students with meaningful feedback to guide next steps in learning

- The ability to engage students in self-assessment strategies
- The ability skills to use formative and summative assessments to inform instructional practice
- The ability to differentiate instruction for a variety of learning needs

Education Faculty who began in Fall 2021 have focused on creating course experiences that are active and allow for a variety of interactions and perspectives. By continuing to do this and by consistently surveying our completers, we hope the empower our graduates with the ability to ensure that they have an understanding of assessment of and for student learning, assessment and data literacy, and use of data to inform practice.

One final significant note: due to the nature of this survey, while it was anonymous, the year of graduation could be aligned with responses. We feel it is significant that almost all scores of disagree or strongly disagree came from the years 2018 and 2019, prior to the new leadership and instruction in the UC Education Programs . There was only one "Disagree" for Question 21 regarding differentiation for students with mental health needs from 2023. Other than that, responses from 2021, 2022, and 2023 all fell in the agree-strongly agree range.


UC Alumni Survey Completer Results
n=8
2018-2023
AAQEP Standard 1d
9
8
7
6
5
4
3
2
1
0
the basic skills to account for students' prior knowledge of experience in instructional planning
the basic skills to design long-range instructional plans that meet curricular goals.
the basic skills to regularly adjust instructional plans to meet students' needs.
the basic skills to differentiate instruction for students with IEPs and 504 plans.
the basic skills to differentiate instruction for students with mental health needs.
the basic skills to plan lessons with clear learning objectives/goals in mind
the basic skills to design and modify assessments to match learning objectives.
the basic skills to provide students with meaningful feedback to guide next steps in learning
the basic skills to engage students in self-assessment strategies
the basic skills to use formative and summative assessments to inform instructional practice
the basic skills to differentiate instruction for a variety of learning needs
Strongly disagree
Disagree
Agree
Strongly Agree

WVTPA Data Table The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all UC candidates during the culminating student teaching/residency 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); 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 record and analyze teaching episodes. After teaching the unit, candidates 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 trained UC Education Program Faculty. The four-point rating scale on each rubric reflects the same descriptors used for beginning teachers 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 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. Candidate performance on the TPA is used to provide evidence for program completion. Candidates include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that taught. Each of these are a required part of the TPA. If one or more sections are omitted, the candidate is required to remediate and re-do the TPA.

To address Standard 1d*, assessment of and for student learning, assessment and data literacy, and use of data to inform practice,* student teachers were assessed using the WVTPA. The data we share shows results of these assessments during the candidate's final evaluation. Data is not disaggregated in this section and all three programs, Elementary Education, Elementary Special Education, and Secondary Special Education and accounted for in the charts below for both the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers mastered content, pedagogical, and/or professional knowledge relevant to the credential or degree sought. The areas directly related to Standard 1d are:

3B Assessment Criteria/Technical Soundness

3C Balance of Assessments

6A Clarity and Representation of Evidence

6B Interpretation of Data

6C Evidence of Impact

These WVTPA standards are shown in green for 2021-2022 and black for 2022-2023.

Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years.

UC WVTPA Data Charts Standard 1d

West Virginia Teacher Performance Assessment (WVTPA)

For all of the applicable sections of WVTPA Standards 3 and 6, completers from both cohorts exceeded the required score of Emerging -2 points.

For 3B, Assessment Criteria/Technical Soundness, the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was 3.14.**

For 3C, Balance of Assessments, the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was 3.7.**

For 6A, Clarity and Representation of Evidence, the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was 3.86.**

For 6B, Interpretation of Data, the **mean for 2021-2022 completers (n=4) was 3.75** (Accomplished+) and the **mean for 2022-2023 completers (n=7) was 3.7.**

For 6C, Evidence of Impact, the **mean for 2021-2022 completers (n=4) was 3.5** (Accomplished+) and the **mean for 2022-2023 completers (n=7) was 3.7.**

WVTPA results for the standards pertaining to Standard 1d were consistent across both cohorts.

1e. Creation and development of positive learning and work environments

Across the University of Charleston's Education Program, we consistently provide candidates with knowledge and skills related to the creation and development of positive learning and work environments. The data provided in 1a, 1b, 1c demonstrates that candidates are knowledgeable and have skills related to program specific related content, learning theory and pedagogy, and culturally responsive practice. In turn, these competencies support UC educator candidates' ability to create and develop a positive learning and work environment. Additionally, this is evidenced by results from multiple sources and multiple perspectives, including: Alumni surveys (completer perspective) and West Virginia Teacher Performance Assessment (WVTPA). The evidence is presented here:

Alumni Survey Data

The Alumni/Completer survey is used to collect data from program completers annually. The survey is designed to elicit the perspective of recent program completers. Questions on these surveys were mapped to the AAQEP standards and are used as evidence that completers believe they have gained the content knowledge and skills necessary for professional practice. The survey is emailed directly to completers from the Program Director's email in an effort to maintain personal connection. For this aspect, the table provides the question and responses from respondents reporting completion for the academic years 2018-2023.

UC Alumni and Completer Survey
UC Alumni Survey Data Chart Standard 1e

To address Standard 1e, *Creation and development of positive learning and work environments,* completers were asked to what degree they agreed or disagreed regarding their satisfaction about the following items they received during their time in the UC Education Program:

> Question 16. To what extent do you agree or disagree that the UC teacher preparation program gave you the basic skills to **design activities that allow students to engage with subject matter from a variety of perspectives.**
>
> Question 24. To what extent do you agree or disagree that the UC teacher preparation program gave you the basic skills to **provide students with meaningful feedback to guide next steps in learning.**

Question 29. To what extent do you agree or disagree that the UC teacher preparation program gave you the basic skills to **use effective communication skills and strategies to convey ideas and information to students.**

Question 31. To what extent do you agree or disagree that the UC teacher preparation program gave you the basic skills to **develop and maintain a classroom environment that promotes student engagement.**

Question 32. To what extent do you agree or disagree that the UC teacher preparation program gave you the basic skills to **create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.**

Question 33. To what extent do you agree or disagree that the UC teacher preparation program gave you the basic skills to **help students regulate their own behavior.**

Question 34. To what extent do you agree or disagree that the UC teacher preparation program gave you the basic skills to **effectively organize the physical environment of the classroom for instruction.**

Question 35. To what extent do you agree or disagree that the UC teacher preparation program gave you the basic skills to **collaborate with parents and guardians to support student learning.**

Question 36. To what extent do you agree or disagree that the UC teacher preparation program gave you the basic skills to **collaborate with teaching colleagues to improve student performance and use colleague feedback to support your development as a teacher.**

Question 37. To what extent do you agree or disagree that the UC teacher preparation program gave you the basic skills to **uphold laws related to student rights and teacher responsibility.**

Question 38. To what extent do you agree or disagree that the UC teacher preparation program gave you the basic skills to **act as an advocate for all students.**

Narrative:

Of the eight respondents to the UC Alumni Survey their programs of completion are as follows:

3 Elementary and Special Education
3 Secondary Special Education
2 Elementary Education

Additionally, these respondents reported the following years of completion:

1 response: 2018

1 response: 2019

1 response: 2021

2 responses: 2022

3 responses: 2023

Despite a low n, data reveals a consistent picture of completer satisfaction as it relates to content, pedagogical, and/or professional knowledge preparation. For each of the items identified to correspond with Standard 1e, a majority of respondents reported strongly agreeing that they were satisfied with their preparation.

The chart below highlights numerous areas of strength in gold (strongly agree) and gray (agree). Among these are:

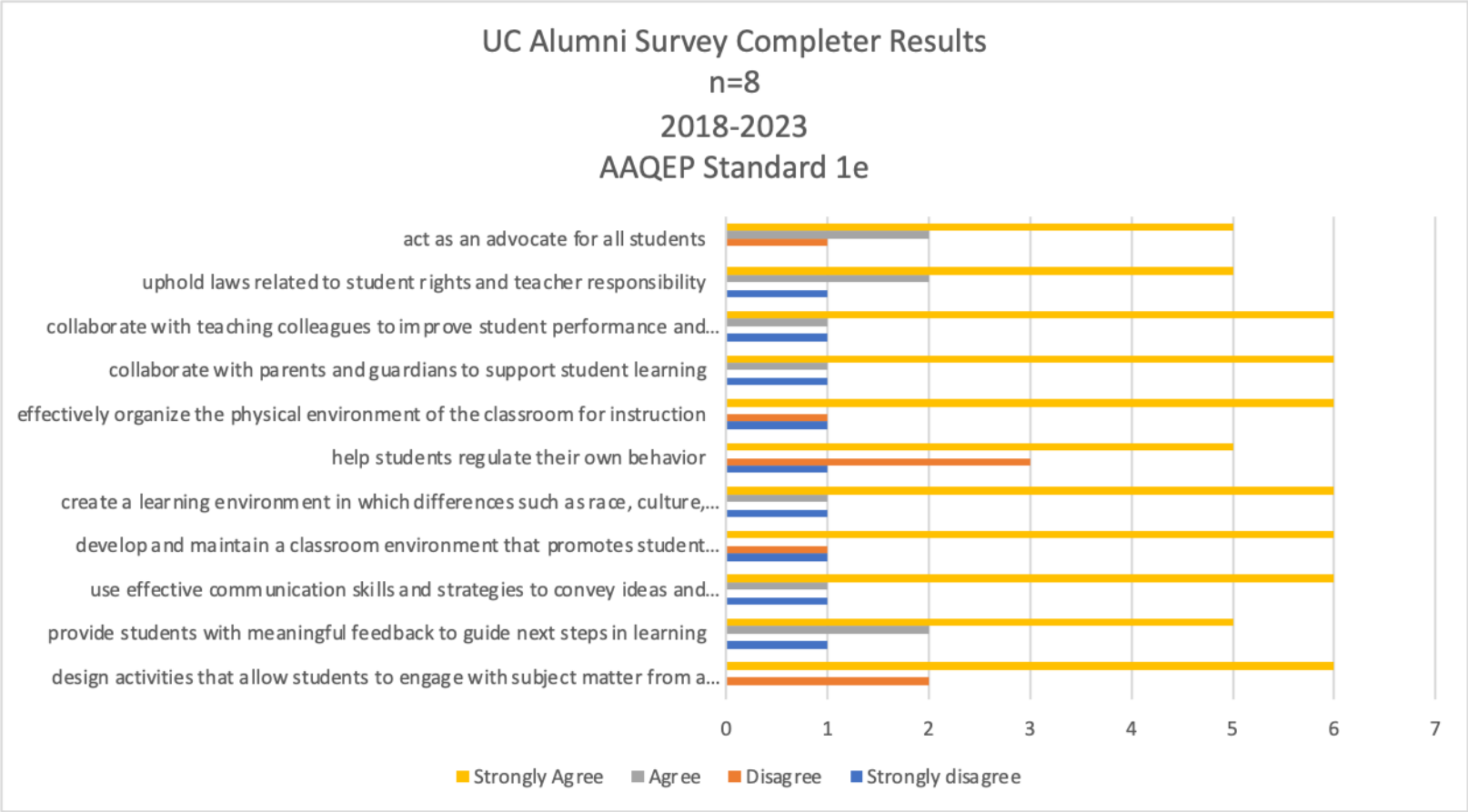
- The ability to design activities that allow students to engage with subject matter from a variety of perspectives
- The ability to provide students with meaningful feedback to guide next steps in learning
- The ability to use effective communication skills and strategies to convey ideas and information to students.
- The ability to develop and maintain a classroom environment that promotes student engagement
- The ability to create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.
- The ability to help students regulate their own behavior
- The ability to effectively organize the physical environment of the classroom for instruction
- The ability to collaborate with parents and guardians to support student learning

The chart identifies an area of improvement where we have responses in orange (disagree) or blue (strongly disagree):

- The ability to help students regulate their own behavior

Education Faculty who began in Fall 2021 have focused on creating course experiences that are active and allow for a variety of interactions and perspectives including managing student behavior by creating connections with students. By continuing to do this and by consistently surveying our completers, we hope the empower our graduates with the ability to ensure that their students engage with subject matter in many ways.

One final significant note: due to the nature of this survey, while it was anonymous, the year of graduation could be aligned with responses. We feel it is significant that all scores of disagree or strongly disagree came from the years 2018 and 2019, prior to the new leadership and instruction in the UC Education Programs . Responses from 2021, 2022, and 2023 all fell in the agree and strongly agree score range.



WVTPA Data Table The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all UC candidates during the culminating student teaching/residency 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); 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 record and analyze teaching episodes. After teaching the unit, candidates 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 trained UC Education Program Faculty. The four-point rating scale on each rubric reflects the same descriptors used for beginning teachers 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 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. Candidate performance on the TPA is used to provide evidence for program completion. Candidates include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that taught. Each of these are a required part of the TPA. If one or more sections are omitted, the candidate is required to remediate and re-do the TPA.

To address Standard 1e, *Creation and development of positive learning and work environments,* student teachers were assessed using the WVTPA. The data we share shows results of these assessments during the candidate's final evaluation. Data is not disaggregated in this section and all three programs, Elementary Education, Elementary Special Education, and Secondary Special Education and accounted for in the charts below for both the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers mastered content, pedagogical, and/or professional knowledge relevant to the credential or degree sought. Those areas directly related to Standard 1e are:

Standard 2B: Learning Goals

Standard 5A: Classroom Organization and Set-up

Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years.

UC WVTPA Data Charts Standard 1e

West Virginia Teacher Performance Assessment (WVTPA)

Regarding Standard 1e, *Creation and development of positive learning and work environments, all students from* **2021-2022 and 2022-2023 exceeded the required score of 2 "Emerging" for the WVTPA standards that apply to Standard 1e.**

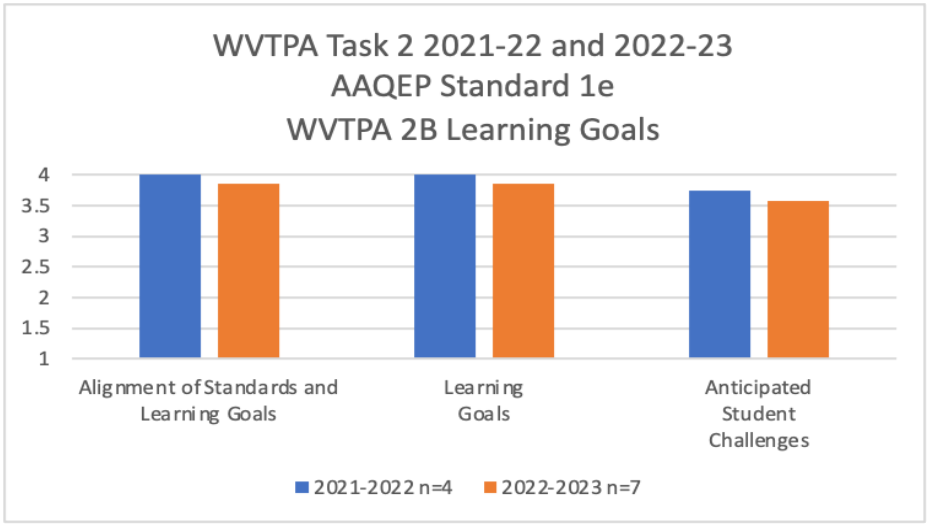
Regarding Standard 2B, *Learning Goals*, **the mean score for 2021-2022 candidates was 4 and the mean score for 2022-2023 candidates was 3.75.**

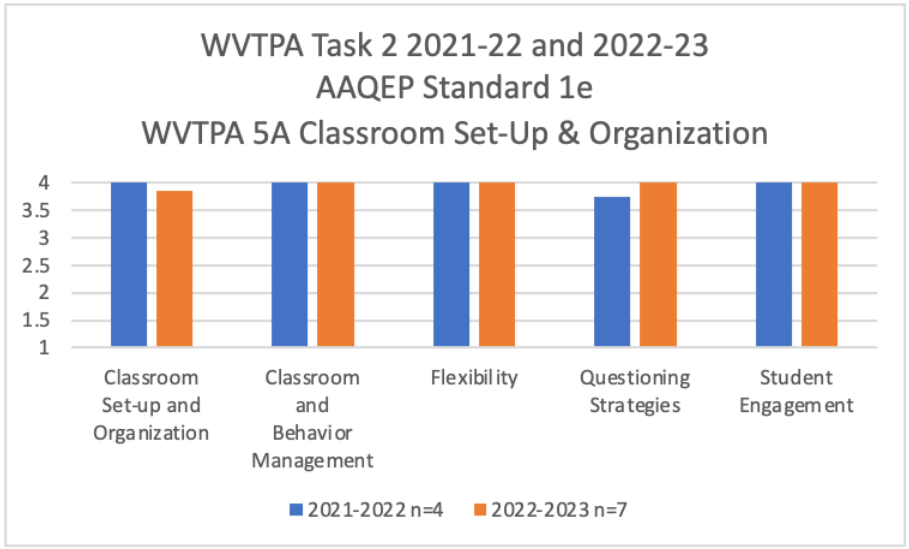
For WVTPA Standard 5A Classroom Set-Up and Organization, **the mean score for 2021-2022 candidates was 4 and the mean score for 2022-2023 candidates was 3.75.**

WVTPA results for the standards pertaining to Standard 1e were consistent across both cohorts. There are two factors we feel could have played a role in the slight decrease from 2021-2022 to 2022-2023.

1. Fall 2021 WVTPAs were scored by a faculty member who retired that same year. The same faculty member also taught EDUC 496 Student Teaching Seminar in which candidates receive instruction and support for the WVTPA. This could account for the slight discrepancy in awarding scores to students. Beginning in Spring 2022, following WVTPA score training, Dr. Divita began scoring WVTPAs for consistency.

2. Dr. Divita taught EDUC 496 Student Teaching Seminar in Spring 2022 and Fall 2022. Dr. Cheek taught this course in Spring 2023. The sharing of instructional duties is a deliberate decision so each faculty member can experience the course and meet as a program to discuss strengths , weaknesses, and ideas. Professor Sarah Gallagher is slated to teach the course in Fall 2023 after which faculty will gather again to discuss the course and how to most effectively approach WVTPA support. One idea faculty are currently discussing is co-teaching the course thus allowing each instructor to bring his/her strengths to the course and so candidates have consistent access to all faculty members throughput their student teaching experience. In addition to helping candidates successfully complete the WVTPA, the final semester in the Education Program can be taxing emotionally for students as well, so this decision has also been made to try to optimally support the students academically, mentally, and emotionally. The varying instructors could impact these results, but the investigation into how to best facilitate the course is well worth the slight decline, if indeed that is a factor.


WVTPA Task 2 2021-22 and 2022-23
AAQEP Standard 1e
WVTPA 2B Learning Goals
4
3.5
3
2.5
2
1.5
1
Alignment of Standards and Learning Goals
Learning Goals
Anticipated Student Challenges
2021-2022 n=4
2022-2023 n=7


WVTPA Task 2 2021-22 and 2022-23
AAQEP Standard 1e
WVTPA 5A Classroom Set-Up & Organization
4
3.5
3
2.5
2
1.5
1
Classroom Set-up and Organization
Classroom and Behavior Management
Flexibility
Questioning Strategies
Student Engagement
2021-2022 n=4
2022-2023 n=7

1f. Dispositions and behaviors required for successful professional practice

Across the University of Charleston's Education Program, we consistently provide candidates with content, professional and pedagogical knowledge and skills that support dispositions and behaviors required for professional practice. This is evidenced by results from multiple sources and multiple perspectives, including: Student Teacher Assessment Rubric (STAR) data (faculty/P12 partners), Praxis PLT Test Results, Alumni surveys (completer perspective), Dispositions data (candidate/faculty/P12 Partner), West Virginia Teacher Performance Assessment (WVTPA). The evidence is presented here:

Student Teacher Assessment Rubric The UC STAR is based on Standards 1-5 of the West Virginia Department of Education Office of School Improvement's Evaluation Rubric for Teachers: WVDE Evaluation Rubric for Teachers. Following each lesson taught (6 lessons observed by UC Faculty over the 14-week student teaching/residency placement), candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress throughout the semester during monthly program meetings and during informal discussions. **Student teachers are required to achieve scores of Emerging (2) or higher in all areas**. NOTE P-12 Partners compete 3 STAR forms-validity and consistency check and to monitor progress

Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years.

UC STAR Data Chart Standard 1f

UC Student Teacher Assessment Rubric (STAR)

To address Standard **1f,** *dispositions and behaviors required for successful professional practice***,** student teachers were assessed using the UC Student Teacher Assessment Rubric. The data we share shows results of these assessments during the candidate's final evaluation. Data is disaggregated into three groups: Elementary Education, Elementary Special Education, and Secondary Special Education for the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers mastered content, pedagogical, and/or professional knowledge relevant to the credential or degree sought. The area directly related to Standard 1f is:

Standard 2.3: The teacher candidate establishes and maintains a learner-centered culture.

Standard 2.3: The teacher candidate establishes and maintains a learner-centered culture.

The chart below shows the mean of completers, 2021-2022 and 2022-2023, across all programs exceeding the required scored of 2 “Emerging”.

The 2021-2022 Elementary Education completer scored a 4 “Distinguished”.
The mean score for 2021-22 Elementary and Special Education completers (n=2) was 4 “Distinguished”.
The 2021-2022 Secondary Special Education completer scored a 4 “Distinguished”.
The mean score for 2022-23 Elementary Education completers (n=2) was 3.7 “Accomplished +”.
The mean score for 2022-23 Elementary and Special Education completers (n=2) was 3.5 “Accomplished +”.
The 2022-2023 Secondary Special Education completer scored a 4 “Distinguished”.

The slight discrepancy in scores is most likely due to the low n for those programs with a score of 4.

While this is an area Education faculty believe we can continue to improve upon in our courses, scores reflect students who are able to demonstrate culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning. Education Faculty who began in Fall 2021 have focused on creating course experiences that are active and allow for a variety of interactions and perspectives inclusive of race, ethnicity, class, gender identity and expression, sexual identity. By continuing to do this and by consistently surveying our completers, we hope the empower our graduates with the ability to ensure that they understand culturally responsive practices.

Praxis PLT Test Results Praxis Principles of Learning and Teaching (PLT) Results: UC Education Program candidates were required to take the Praxis PLT in their designated content area (PLT K-6 for Elementary Education or Elementary and Special Education, PLT 7-12 for Secondary Special Education). This requirement was twofold. It was a University of Charleston requirement for graduation and a WVDE requirement for initial licensure. UC Education Program graduates were required to pass the Praxis PLT in addition to passing the WVTPA. However, the WVDE reviewed the WVTPA and decided it will be added to the list of acceptable teacher performance assessments in WV (previously only eDTPA and PPAT were recognized). UC was a member of a cohort comprised of several institutions which has been gathering data to document and support WVTPA as a valid and reliable teaching performance assessment. ***As of July 1, 2023 the WVTPA was approved by the WVDE and therefore UC candidates will no longer be required to take the Praxis PLT for initial licensure. This graduation requirement will also be removed.***

The Praxis PLT assesses new teacher's knowledge and understanding of educational practices foundational to beginning a career as a professional educator. The test is designed to reflect the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. The test content assesses key indicators of the beginning educator's knowledge of topics such as human development, learning processes, instructional processes, diverse learners, educational psychology, and professional issues. Examinees taking Principles of Learning and Teaching (PLT) will typically have completed, or will have nearly completed, an undergraduate education program. Each test includes questions that apply specifically to the stated grade range of the test as well as some that are universal to all grade levels. (ETS Praxis Study Companion wwww.ets.org)

Elementary Education or Elementary and Special Education candidates are required to earn a score of 160 to pass the K-6 Praxis PLT.

Secondary Special Education candidates are required to earn a score of 157 to pass the 7-12 Praxis PLT.

Our data is drawn from candidates who have taken the Praxis PLT after completing all coursework and during the student teaching/residency during the 2021-2023 academic years.

UC Principles of Learning and Teacher Data Charts

Elementary Education and Elementary Education & Special Education candidates are required to earn a score of 160 on the Praxis PLT K-6 to pass. Secondary Special Education candidates are required to earn 157 on the Praxis PLT 7-12 to pass. All completers from the academic years 2021-2022 and 2022-2023 successfully passed the Praxis PLT exam for their specifical area. The charts below show the mean of these scores, but a low n should again be noted.
In the Elementary Education Program, the candidate for **2021-2022 scored a 174** on the Praxis PLT K-6. The mean for the four candidates from the **2022-2023 cohort was 177**.

In the Elementary and Special Education Program, the mean score for **2021-2022 candidates (n=2) was 170** while the mean score for **2022-2023 candidates (n=2) was 178.5**

In the Secondary Special Education Program there was one candidate for each academic year, as is currently typical for this area of study. The **2021-2022 candidate scored 183** and the **2022-2023 candidate scored 191**.

There is a somewhat significant increase in the scores from 2021-2022 to 2022-2023. This can be accounted for by:

1. The full time return to in-seat courses post COVID. Students in the 2021-2022 cohort were online for half of their sophomore year and the entirety of their junior year, thus receiving instruction for many 300-level courses online and without in-person field placements due to COVID. Students in the 2022-2023 cohort were online for half of their freshman year and their entire sophomore year and were therefore able to attend most of the 300 level courses in seat and participate in field placements in-person.

2. A change in Education Program practices with new faculty and leadership to encourage more active teaching and modeling of learning and teaching principles as well as frequent face-to-face conferencing and discussions pertaining to pedagogy and dispositions.

Alumni surveys The Alumni/Completer survey is used to collect data from program completers annually. The survey is designed to elicit the perspective of recent program completers. Questions on these surveys were mapped to the AAQEP standards and are used as evidence that completers believe they have gained the content knowledge and skills necessary for professional practice. The survey is emailed directly to completers from the Program Director's email in an effort to maintain personal connection. For this aspect, the table provides the question and responses from respondents reporting completion for the academic years 2018-2023.

UC Alumni and Completer Survey

UC Alumni and Completer Survey Data Chart Standard 1f

To address Standard 1f, *dispositions and behaviors required for successful professional practice,* completers were asked to what degree they agreed or disagreed regarding their satisfaction about the following items they received during their time in the UC Education Program:

8. the balance between theory and practice in the teacher preparation courses in your program?

16.basic skills to design activities that allow students to engage with subject matter from a variety of perspectives.

21. the basic skills to differentiate instruction for students with mental health needs.

24. the basic skills to provide students with meaningful feedback to guide next steps in learning.

27. the basic skills to effectively teach students from culturally, socio-economically, and ethnically diverse backgrounds and communities.

29. the basic skills to use effective communication skills and strategies to convey ideas and information to students.

31. the basic skills to develop and maintain a classroom environment that promotes student engagement.

32. the basic skills to create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.

33. the basic skills to help students regulate their own behavior.

35. the basic skills to collaborate with parents and guardians to support student learning.

36. the basic skills to collaborate with teaching colleagues to improve student performance and use colleague feedback to support your development as a teacher.

37. the basic skills to uphold laws related to student rights and teacher responsibility.

38. basic skills to act as an advocate for all students.

Of the eight respondents to the UC Alumni Survey their programs of completion are as follows:

3 Elementary and Special Education
3 Secondary Special Education
2 Elementary Education

Additionally, these respondents reported the following years of completion:

1 response: 2018

1 response: 2019

1 response: 2021

2 responses: 2022

3 responses: 2023

Despite a low n, data reveals a consistent picture of completer satisfaction as it relates to understanding learners, learning theory including social, emotional, and academic dimensions, and application of learning theory. For each of the items identified to correspond with Standard 1d, a majority of respondents reported strongly agreeing that they were satisfied with their preparation.

The chart below highlights numerous areas of strength in gold (strongly agree) and gray (agree). Among these are:

- The balance between theory and practice in the teacher preparation courses
- The ability to design activities that allow students to engage with subject matter from a variety of perspectives.
- The ability to differentiate instruction for students with mental health needs.
- The ability to provide students with meaningful feedback to guide next steps in learning
- The ability to effectively teach students from culturally, socio-economically, and ethnically diverse backgrounds and communities.
- The ability to use effective communication skills and strategies to convey ideas and information to students..
- The ability to develop and maintain a classroom environment that promotes student engagement.
- The ability to create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.
- The ability to help students regulate their own behavior.
- The ability to collaborate with parents and guardians to support student learning.
- The ability to collaborate with teaching colleagues to improve student performance and use colleague feedback to support your development as a teacher.
- The ability to uphold laws related to student rights and teacher responsibility.
- The ability to act as an advocate for all students.

Education Faculty who began in Fall 2021 have focused on creating course experiences that are active, allow for a variety of interactions and perspectives, and prioritize reflection. By continuing to do this and by consistently surveying our completers, we hope the empower our graduates with the ability to ensure that they have the dispositions and behaviors required for successful professional practice.

One final significant note: due to the nature of this survey, while it was anonymous, the year of graduation could be aligned with responses. We feel it is significant that almost all scores of disagree or strongly disagree came from the years 2018 and 2019, prior to the new leadership and instruction in the UC Education Programs . There was only one "Disagree" for Question 21 regarding differentiation for students with mental health needs and one for Question 33 regarding the basic skills to help students regulate their own behavior**.** from 2023. Other than that, responses from 2021, 2022, and 2023 all fell in the agree-strongly agree range.

Dispositions data Upon graduation, UC's candidates display the dispositions of effective educators through their interactions with staff, teachers, faculty, educational specialists, community stakeholders, students, and other learners. Their dispositions are assessed by cooperating teachers, cooperating mentors, program directors, faculty, and candidate self-analysis. As students' progress through benchmarks, which reflect the milestones of pre-admission to the Teacher Education Program (pre-candidacy), admission to the program (candidacy), and student teaching/residency (program completion), they are required to demonstrate an understanding of "Know, Do, Be" at increasingly sophisticated degrees.

Dispositions are introduced and initially and informally self-assessed in EDUC 100 Introduction to Education. They are next formally assessed by Education Program Faculty during EDUC 299 Theories of Learning and Teaching as part of the Panels Program Admission Process**. To be admitted to the Education Program the student must demonstrate dispositions Emerging (1) or higher**. If a student does not demonstrate such dispositions, the student may receive provisional program admission with the understanding that they have two semesters to meet the requirement. In such a situation, faculty work with the student to offer support, resources, and opportunities for growth and development such as frequent conferencing both before and after lessons to be planned or taught. Self-assessment of dispositions occurs formally during EDUC 320 Integrated Methods which follows program admission usually during junior year. Final disposition assessment occurs in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area and are assessed by the cooperating teacher.

Our data is drawn from the years 2021-2023 in the following courses: EDUC 299 (pre-candidacy), EDUC 320 (candidacy), and EDUC 422 or EDUC 497 (program completion) during the 2021-2023 academic years. Please note that Self- Assessment Dispositions were not collected for Fall 202 due to classes being entirely online. Therefore, there are only two data points for Disposition Self-Assessment, Fall 2021 and Fall 2022.

Data is disaggregated:

- Program Admission-all majors by cohort
- Self-Assessment-all majors by cohort
- Final disposition-by major and by cohort

To address Standard 1f, *dispositions and behaviors required for successful professional practice,* candidates were assessed using the UC Dispositions Survey. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers mastered *understanding learners, learning theory including social, emotional, and academic dimensions, and application of learning theory*. Those areas directly related to Standard 1f:

II. Professional Identity and Continuous Growth

- Maintains positive attitude in academic and professional settings
- Displays professional appearance
- Communicates using acceptable oral and written language
- Demonstrates punctuality in meeting academic and professional obligations
- Accepts and acts on constructive feedback from others
- Responds positively and flexibly to adversity
- Demonstrates self-initiated learning
- Goes beyond what is expected
- Reflects on practices and experiences to overcome limitations and enhance strengths

VI.Ethics

- Demonstrates responsibility, honesty, integrity, fairness, and respect for others and confidentiality
- Complies with laws, policies, and procedures
- Follows professional codes of ethics and the UC Academic Integrity policies

UC Dispositions Data Charts Standard 1f

UC Dispositions Rubric

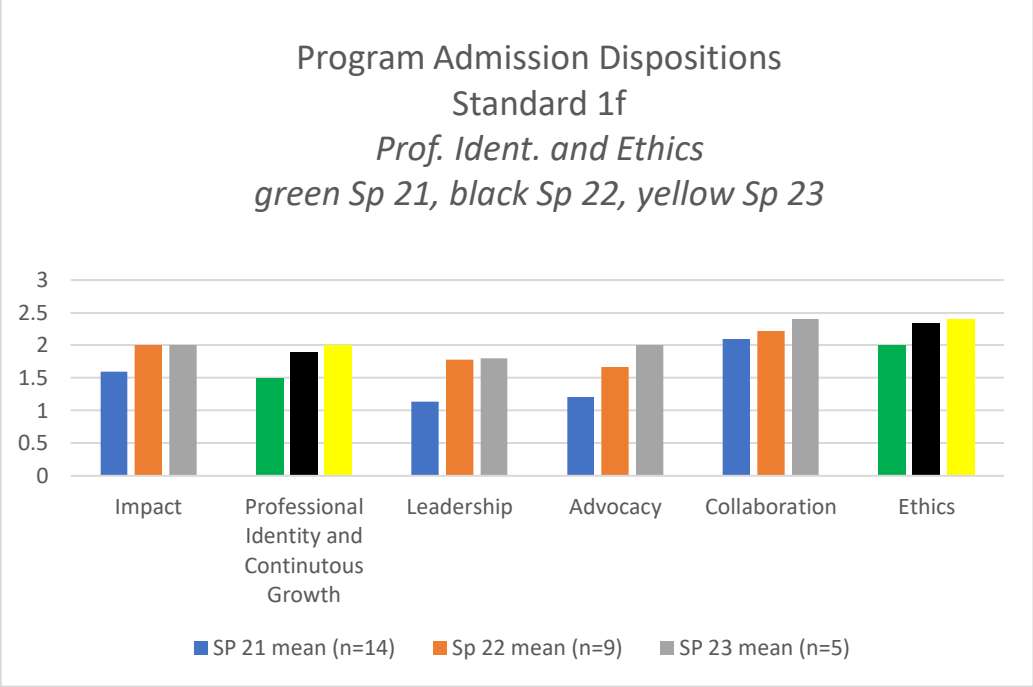
To provide evidence for Standard 1f, we will focus on two items on the UD Disposition Rubric: Professional Identity/ Continuous Growth and Ethics.

Program Admission Dispositions

As shown on chart below, regarding Professional Identity/ Continuous Growth and Ethics. **the mean of candidates for all three data points, Spring 2021, Spring 2022, and Spring 2023, exceeded the required scores of**

Emerging (1). The mean score for **Spring 2021 pre-candidates (n=14) was 1.5 (Emerging+).** The mean score for **Spring 2022 pre-candidates (n=9) was 1.9 (Emerging+**). The mean score for **Spring 2023 pre-candidates (n=5) was 2 (Proficient)**.

Regarding Ethics, **the mean of candidates for all three data points, Spring 2021, Spring 2022, and Spring 2023, exceeded the required scores of Emerging (1**). The mean score for **Spring 2021 pre-candidates (n=14) was 2** (proficient). The mean score for **Spring 2022 pre-candidates (n=9) was 2.3.** The mean score for **Spring 2023 pre-candidates (n=5) was 2.4 (Proficient)**.

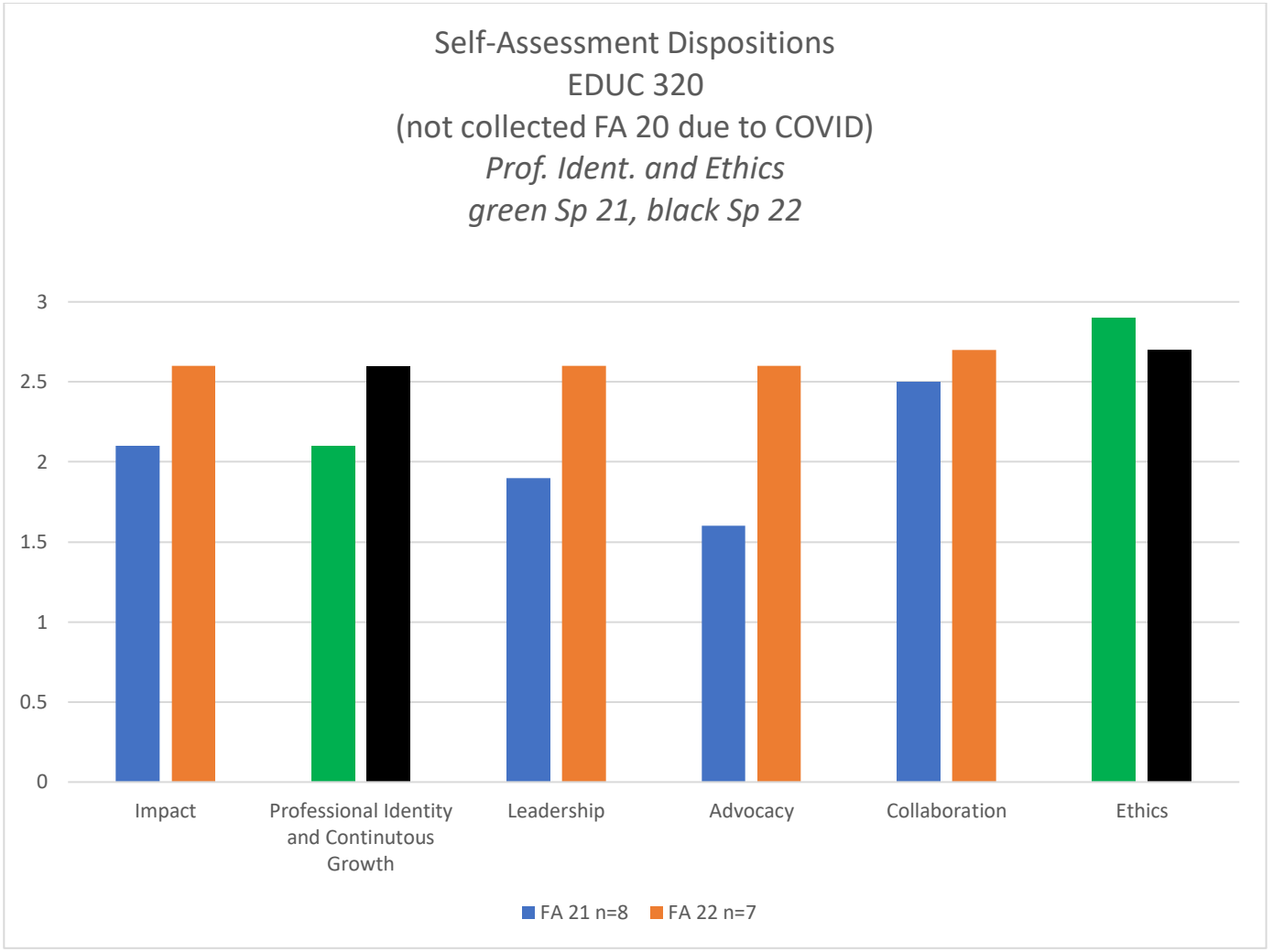


Self-Assessment Dispositions

As shown on the chart below, regarding Professional Identity and Continuous Growth **the mean of candidates for the two data points, Fall 2021 and Fall 2022, exceeded the required scores of Emerging (1**). The mean score for

Fall 2022 pre-candidates was 2.1 (Proficient). The mean score for **Fall 2023 pre-candidates was 2.6 (Proficient+**).

Regarding Ethics **the mean of candidates for both data points, Fall 2021 and Fall 2022, exceeded the required scores of Emerging (1**). The mean score for Fall 2021 candidates (n=8) was 12.9. The mean score for **Fall 2022 pre-candidates (n=7) was 2.7 (Proficient +).**


Self-Assessment Dispositions
EDUC 320
(not collected FA 20 due to COVID)
Prof. Ident. and Ethics
green Sp 21, black Sp 22
3
2.5
2
1.5
1
0.5
0
Impact
Professional Identity and Continutous Growth
Leadership
Advocacy
Collaboration
Ethics
FA 21 n=8
FA 22 n=7

Final Dispositions

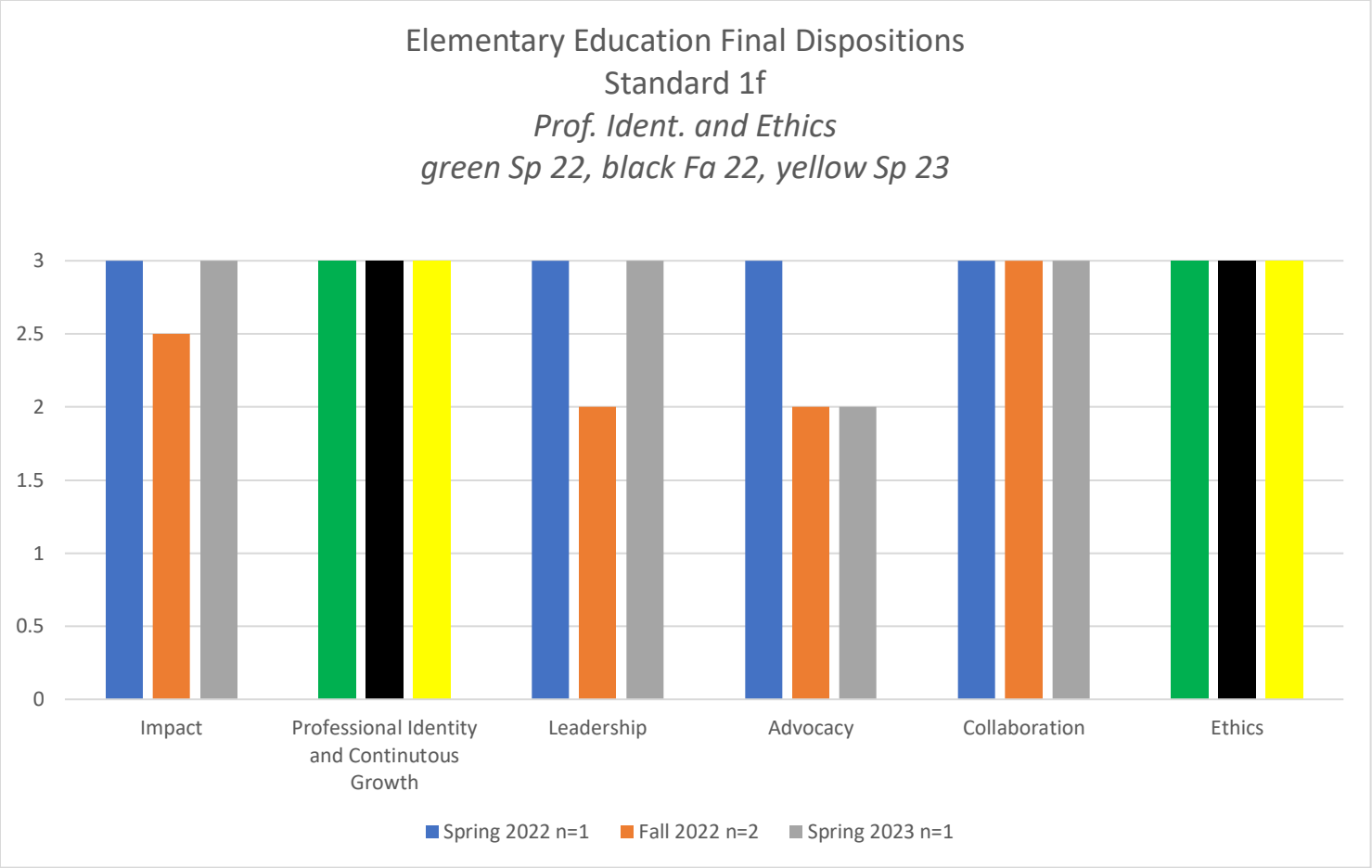
As shown on the chart below, **Elementary Education** completers for Spring 2022, Fall 2022, and Spring 2023 **all surpassed the minimum required score "Emerging" (1 point) regarding Professional Identity and Continuous Improvement and all three cohorts had a mean of 3 (Exemplary)**

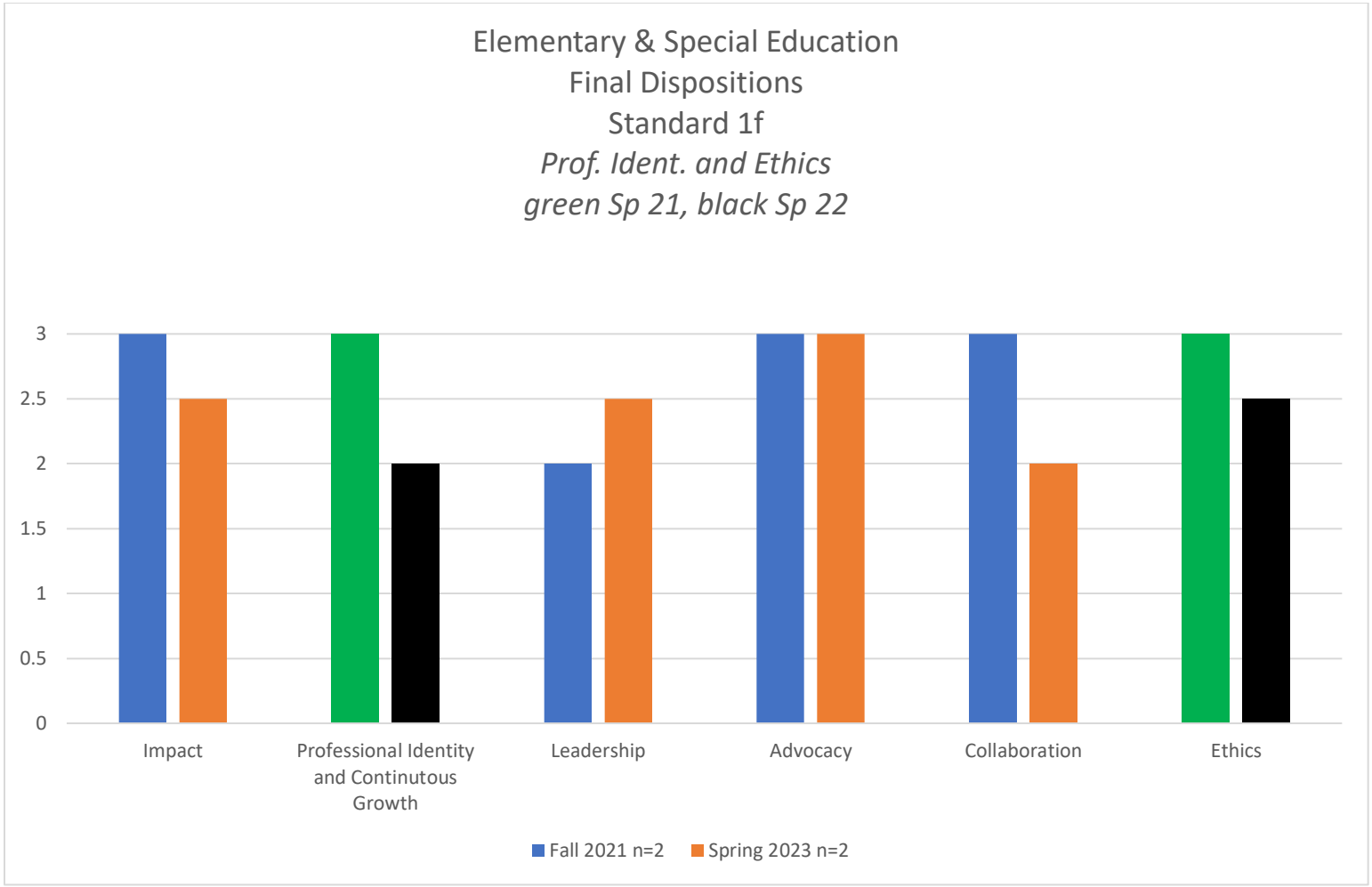
It should be noted that:

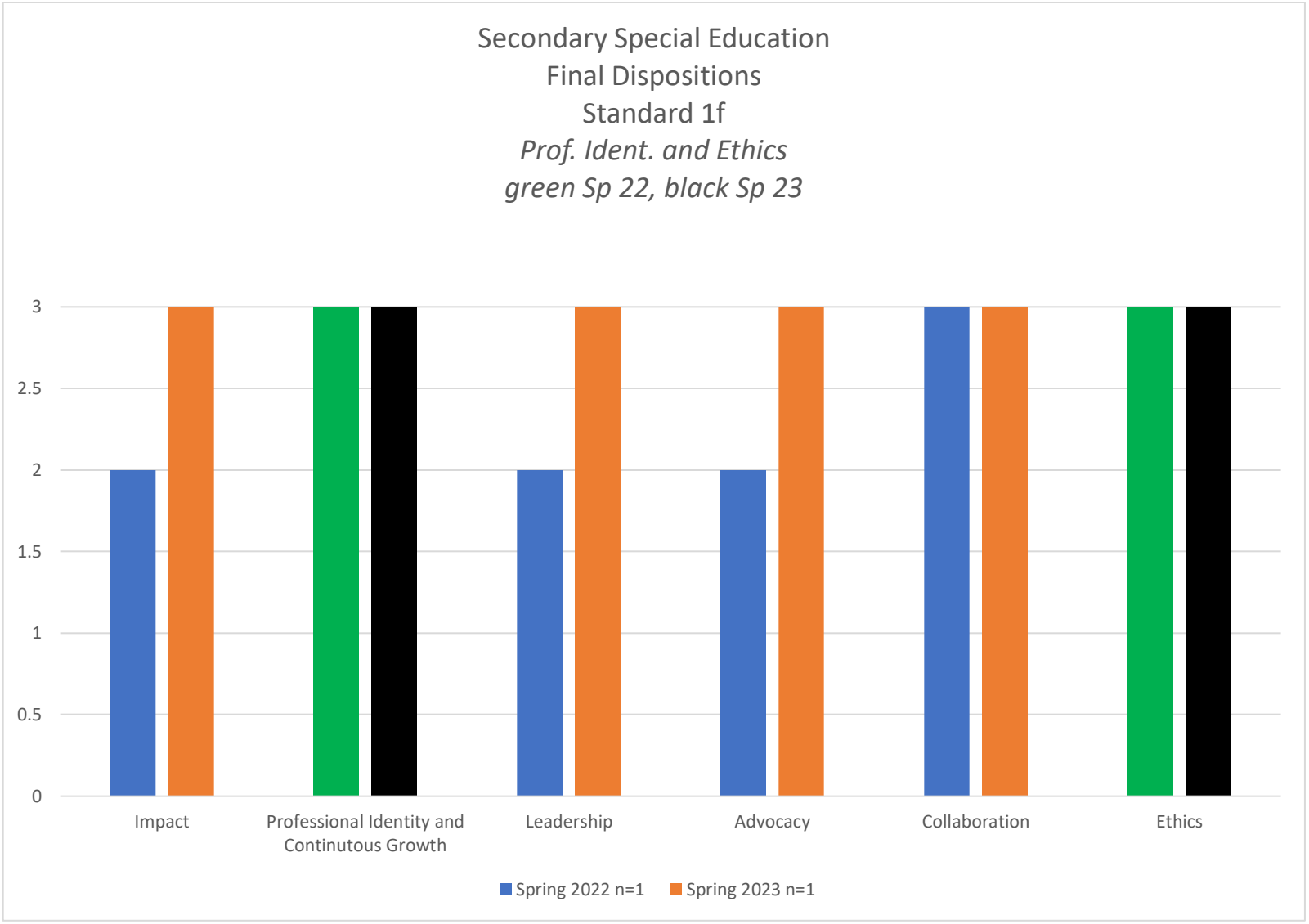
-There were no Elementary Education completers for Fall 2021.

-Spring 2023 should have an n=2 as with other tools, but the disposition for that individual student was not submitted.

Regarding Ethics **Elementary Education** completers for Spring 2022, Fall 2022, and Spring 2023 **all surpassed the minimum required score "Emerging" (1 point) and all three cohorts had a mean of 3 (Exemplary)**


Elementary Education Final Dispositions
Standard 1f
Prof. Ident. and Ethics
green Sp 22, black Fa 22, yellow Sp 23
3
2.5
2
1.5
1
0.5
0
Impact
Professional Identity and Continutous Growth
Leadership
Advocacy
Collaboration
Ethics
Spring 2022 n=1
Fall 2022 n=2
Spring 2023 n=1


Elementary & Special Education
Final Dispositions
Standard 1f
Prof. Ident. and Ethics
green Sp 21, black Sp 22
3
2.5
2
1.5
1
0.5
0
Impact
Professional Identity and Continutous Growth
Leadership
Advocacy
Collaboration
Ethics
Fall 2021 n=2
Spring 2023 n=2


Secondary Special Education
Final Dispositions
Standard 1f
Prof. Ident. and Ethics
green Sp 22, black Sp 23
3
2.5
2
1.5
1
0.5
0
Impact
Professional Identity and Continutous Growth
Leadership
Advocacy
Collaboration
Ethics
Spring 2022 n=1
Spring 2023 n=1

West Virginia Teacher Performance Assessment The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all UC candidates during the culminating student teaching/residency 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); 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 record and analyze teaching episodes. After teaching the unit, candidates 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 trained UC Education Program Faculty. The four-point rating scale on each rubric reflects the same descriptors used for beginning teachers 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 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. Candidate performance on the TPA is used to provide evidence for program completion. Candidates include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that taught. Each of these are a required part of the TPA. If one or more sections are omitted, the candidate is required to remediate and re-do the TPA.

To address Standard 1f*, dispositions and behaviors required for successful professional practice,* student teachers were assessed using the WVTPA. The data we share shows results of these assessments during the candidate's final evaluation. Data is not disaggregated in this section and all three programs, Elementary Education, Elementary Special Education, and Secondary Special Education and accounted for in the charts below for both the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers mastered content, pedagogical, and/or professional knowledge relevant to the credential or degree sought. The areas directly related to Standard 1f are:

1C Implications of Individual Student Factors

5C Flexibility

7C Implications for Future Teaching

These WVTPA standards are shown in green for 2021-2022 and black for 2022-2023.

Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years.

UC WVTPA Data Charts Standard 1f

West Virginia Teacher Performance Assessment (WVTPA)

For all of the applicable sections of WVTPA Standards 1, 5, and 7, completers from both cohorts exceeded the required score of Emerging -2 points.

For 1C, Implications of Individual Student Factors, the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was 3.71.**

For 5C, Flexibility, the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was also 4.**

For 7C, Implications for Future Teaching, the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was 3.86.**

WVTPA results for the standards pertaining to Standard 1f were consistent across both cohorts.

Standard 1 Summary and Plans for Improvement

As demonstrated by the data detailed above drawn from the UC Lesson Plan Rubric, the UC STAR, Praxis PLTs results, the UC Alumni Survey, UC Dispositions, and the WVTPA, at the end of the program UC Education completers are ready to fill their target professional role effectively.

UC Lesson Plan: We will continue to use the UC Lesson Plan throughout the program and will work will both precandidates and candidates to ensure an understanding of each requirement and the direct role each factor plays in planning and teaching. We will continue to gather data for this tool.

Praxis PLT: While Praxis PLT results also support success in Standard 1 it should be noted that since we began preparing this report we were informed that with approval of the WVTPA as a accepted teacher performance measure by the WVDE, the PLT will no longer be required. Once this change is in policy it will also apply to our program. An obvious factor we reflected upon related to Praxis PLT scores was the full time return to in-seat courses post COVID. Students in the 2021-2022 cohort were online for half of their sophomore year and the entirety of their junior year, thus receiving instruction for many 300-level courses online and without in-person field placements due to COIVD. Students in the 2022-2023 cohort were online for half of their freshman year and their entire sophomore year and were therefore able to attend most of the 300 level courses in seat and participate in field placements in-person. We feel this in additions to a change in Education Program practices with new faculty and leadership to encourage more active teaching and modeling of learning and teaching principles as well as frequent face-to-face conferencing and discussions pertaining to pedagogy has impacted understanding and test performance.

UC STAR: Education faculty believe we can continue to improve upon in our courses as they relate to culturally responsive practices, however scores reflect students who are able to demonstrate culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning. Education Faculty who began in Fall 2021 have focused on creating course experiences that are active and allow for a variety of interactions and perspectives inclusive of race, ethnicity, class, gender identity and expression, sexual identity. By continuing to do this and by consistently surveying our completers, we hope the empower our graduates with the ability to ensure that they understand culturally responsive practices.

UC Alumni Survey: We were very happy with the initial response we received and plan to continue the use of our locally made UC Alumni Survey. Education Faculty who began in Fall 2021 have focused on creating course experiences that are active and allow for a variety of interactions and perspectives. By continuing to do this and by consistently surveying our completers, we hope the empower our graduates with the ability to ensure that they have an understanding of assessment of

and for student learning, assessment and data literacy, and use of data to inform practice. We feel it is significant that a majority of scores that were disagree or strongly disagree came from the years 2018 and 2019, prior to the new leadership and instruction in the UC Education Programs. A majority of responses from 2021, 2022, and 2023 fell in the agree and strongly agree score range.

UC Dispositions: Factors that account for the slight discrepancy in self-assessment disposition scores were: students in the Fall 2021 cohort were online for half of their sophomore year and the entirety of their junior year, thus receiving instruction for many 300-level courses online and without in-person field placements due to COIVD while students in the 2022-2023 cohort were online for half of their freshman year and their entire sophomore year and were therefore able to attend most of the 300 level courses in seat and participate in field placements in-person. We will continue to use the UC disposition Rubric but plan to review this tool after our accreditation visit in Spring 2024.

WVTPA: Beginning in Spring 2022, following WVTPA score training, Dr. Divita began scoring WVTPAs for consistency. Prior to that in Fall 2021 WVTPAs were scored by a faculty member who retired that same year. The same faculty member also taught EDUC 496 Student Teaching Seminar in which candidates receive instruction and support for the WVTPA. This could account for the slight discrepancy in awarding scores to students. Additionally, Dr. Divita taught EDUC 496 Student Teaching Seminar in Spring 2022 and Fall 2022. Dr. Cheek taught this course in Spring 2023. The sharing of instructional duties is a deliberate decision so each faculty member can experience the course and meet as a program to discuss strengths , weaknesses, and ideas. Professor Sarah Gallagher is slated to teach the course in Fall 2023 after which faculty will gather again to discuss the course and how to most effectively approach WVTPA support. One idea faculty are currently discussing is co-teaching the course thus allowing each instructor to bring his/her strengths to the course and so candidates have consistent access to all faculty members throughput their student teaching experience. In addition to helping candidates successfully complete the WVTPA, the final semester in the Education Program can be taxing emotionally for students as well, so this decision has also been made to try to optimally support the students academically, mentally, and emotionally. The varying instructors could impact these results, but the investigation into how to best facilitate the course is well worth the slight decline, if indeed that is a factor.

In addition to supporting Standard 1, this data illustrates UC Education remaining true to its mission **to prepare candidates to be committed educators, lifelong learners, and community servants. The results reflect** support of students and candidates to: aspire to be educators who are committed to their students, colleagues, work, and the schools in which they are placed; develop and demonstrate a passion for ongoing and lifelong learning about the profession, their content, their practice, and the students they serve by being intellectual and reflective practitioners; serve not only their own students and school, but the community of Charleston at large.

University of Charleston Education Program

Aspect Evidence Table

[UC Aspect Evidence Table Link]

Standard 2: Completer Professional Growth and Competence

Essential question: Were completers prepared to work in diverse contexts, have they done so successfully, and are they growing as professionals?

To demonstrate that the University of Charleston's Education Program meets the requirements of Standard 2: Completer Professional Growth and Competence, we provide evidence for each aspect with relevant appendices and documents referenced, followed by an overall summary statement for Standard 2.

Standard 2 Aspect-Evidence Table

Measure	Program(s) for which measure is used	2a	2 b	2c	2 d	2e	2f	Data scope	Criteria for success	Perspectives*
Lesson Plan Rubric EDUC 497 or EDUC 422 UC Lesson Plan Rubric	-Elementary Education (K-6) -Elementary Education (K-6) / Multi-Categorical (K-6) -Elementary Education (K-6) Early Education (Pk-K)* -Multi-Categorical (5-AD)	X	X	X	X		X	2022-2023	Emerging or above	1 Faculty *new program as of 2022-23 and no completer data yet

Student Teacher Assessment Rubric (STAR) UC STAR	-Elementary Education (K-6) -Elementary Education (K-6) / Multi-Categorical (K-6) -Elementary Education (K-6) Early Education (Pk-K)* -Multi-Categorical (5-AD)	X	X	X	X		X	2021-2023	Emerging or above	1, 2 Faculty, P12 partner *new program as of 2022-23 and no completer data yet
Alumni Survey UC Alumni and Completer Survey	-Elementary Education (K-6) -Elementary Education (K-6) / Multi-Categorical (K-6) -Elementary Education (K-6) Early Education (Pk-K)* -Multi-Categorical (5-AD)	X	X	X	X		X	2022-2023	Survey results reflecting satisfied/very satisfied or agree/strongly agree Numerical value or 3 or 4	3 Completer *new program as of 2022-23 and no completer data yet
Dispositions Survey EDUC 299 EDUC 320 EDUC 497 or EDUC 422 UC Dispositions Rubric	-Elementary Education (K-6) -Elementary Education (K-6) / Multi-Categorical (K-6) -Elementary Education (K-6) Early Education (Pk-K)* -Multi-Categorical (5-AD)	X	X	X	X	X	X	2021-2023	Emerging or above	1, 2 Faculty P12 partner Candidate *new program as of 2022-23 and no completer data yet

Teacher Candidate Assessment Rubric (TCAR) EDUC 320, 360, 372, 378 UC TCAR	-Elementary Education (K-6) -Elementary Education (K-6) / Multi-Categorical (K-6) -Elementary Education (K-6) Early Education (Pk-K)* -Multi-Categorical (5-AD)	X	X	X	X		X	2021-2023	Emerging or above	1, 2 Faculty, P12 partner *new program as of 2022-23 and no completer data yet
West Virginia Teacher Performance Assessment (WVTPA) EDUC 497 or EDUC 422 WVTPA 4.0 -with AAQEP Standards.docx	-Elementary Education (K-6) -Elementary Education (K-6) / Multi-Categorical (K-6) -Elementary Education (K-6) Early Education (Pk-K)* -Multi-Categorical (5-AD)	X	X	X	X	X	X	2021-2023	Emerging or above in all areas	1, 5 Faculty *new program as of 2022-23 and no completer data yet

Perspective Key: 1 = Program faculty assessment of candidates (e.g., dispositions rubric, course assessment) **2 = Rating by P-12 partner in clinical setting** (early fieldwork, student teaching, or internship) **3 = Information provided by completers** (as in a survey, focus group, other) **4 = Information provided by graduates' employers** (as in a survey, focus group, other) **5 = Direct performance assessment in the culminating clinical internship** (required for initial licensure programs) **6 = State licensure test results** (for programs leading to certification or licensure)

Section II
The Case for Standard 2: Completer Competence and Growth Key questions: Were completers prepared to work in diverse contexts, have they done so successfully, and are they growing as professionals?

To demonstrate that the University of Charleston's Education Program meets the requirements of Standard 2: Completer Competence and Growth, we provide evidence for each aspect. Below is an overview of the sources we have selected as evidence.

Sources selected as evidence:

1. UC Lesson Plan Rubric: The UC Lesson Plan Rubric was updated in Spring 2022 to reflect the established Design for Instruction Rubric found in the WVTPA. The new rubric was implemented in Fall 2022 and we began gathering data in Spring 2023. This change was made to allow students to have consistent experiences with lesson plan expectations and concepts throughout their time in the UC Education Program, thus always working toward growth and mastery related to all requirements of the UC Lesson Plan Rubric and therefore the WVTPA Design for Instruction Rubric.

Following each lesson taught (6 lessons observed by UC Faculty over the 14-week student teacher/residency placement), candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress related to lesson planning throughout the semester during monthly program meetings and during informal discussions.

While the UC Lesson Plan Rubric is used throughout a student's time in the program, our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the Spring 2023 semester. Moving forward this data will eb collected and analyzed each semester.

a. UC Lesson Plan Rubric
b. UC Lesson Plan Rubric Areas of Focus
    i. **Factors in Planning** -- Plan based on standards and goals, students' characteristics, interests, and learning context. Pre-assessment data and context are used to guide the development of your plan or unit.
    ii. **Consultation** – Describe the process of consulting with other clinical educators (i.e., all educator preparation provider (EPP) and P-12-school-based individuals, including classroom teachers, who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the clinical experiences)
    iii. **Instructional Strategies** -- Plan for and design for a variety of instructional strategies to be used for student learning that are evidence based and developmentally appropriate.

iv. **Instructional Strategy/Rationale** – Identify and provide a rationale for instructional strategies chosen for each learning goal.
v. **Learning Resources** – Identify and provide a rationale for the selected learning resources. (Include technology where appropriate.)
vi. **Differentiated Instruction** - Describe strategies to meet diverse learning needs of any students for whom you will need to differentiate instruction including those with IEPs.

2.UC Student Teacher Assessment Rubric (STAR): The UC STAR is based on Standards 1-5 of the West Virginia Department of Education Office of School Improvement's Evaluation Rubric for Teachers: WVDE Evaluation Rubric for Teachers. Following each lesson taught (6 lessons observed by UC Faculty over the 14-week student teaching/residency placement), candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress throughout the semester during monthly program meetings and during informal discussions. NOTE P-12 Partners compete 3 STAR forms-validity and consistency check and to monitor progress

Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years.

a. UC STAR
b. UC STAR Areas of Focus
   i. Standard 1 Curriculum and Planning
   ii. Standard 2 The Learner and the Learning Environment
   iii. Standard 3 Teaching
   iv. Standard 4 Professional Responsibilities for Self-Renewal
   v. Standard 5 Professional Responsibilities for School and Community

3.UC Alumni Survey: The UC Alumni Survey is a local, program developed survey shared with completers following their graduation from the UC Education Program. This survey was created in the Fall of 2022. Prior to the UC Alumni Survey two external surveys had been used: NExT Exit Survey and Skyfactor. NeXT Exit Survey was used throughout the state of West Virginia during the last accreditation cycle and through Fall of 2021. In fall 2021 the WV Higher Education Policy Commission asked for institution to pilot the Skyfactor Completer Survey following a WVDE decision that the NeXT Exit Survey would no longer be used. Along with several other institutions UC volunteered to pilot the Skyfactor survey. UC received zero responses to the initial piloted survey. After other pilot institutions reported the same lack of response it was determined that Skyfactor would not be pursued and EPPs were encouraged to create their own surveys if required for accreditation.

UC created the survey linked below and initially worked with the UC Office Alumni Relations to share the survey. The Alumni Office would not share emails of program graduates. The Alumni Office did however agree to share the survey with recent alumni. This initial sharing brought zero responses as well. The Office of Alumni had mentioned that the email might go to junk, which could explain a lack of response. Finally, Dr. Divita gathered completer and alumni emails through social media contacts and word of mouth and began to collect non-school emails prior to graduation. We were thrilled to receive eight responses once the survey was sent via email from Dr. Divita's school email account. We feel this response supports our belief that the personal connections created in the program can offer continued support for our alumni and the program itself.

Our data is drawn from survey respondents who report program completion 2018-Spring 2023.

a. UC Alumni and Completer Survey

4. UC Dispositions Survey: Upon graduation, UC's candidates display the dispositions of effective educators through their interactions with staff, teachers, faculty, educational specialists, community stakeholders, students, and other learners. Their dispositions are assessed by cooperating teachers, cooperating mentors, program directors, faculty, and candidate self-analysis. As students' progress through benchmarks, which reflect the milestones of pre-admission to the Teacher Education Program (pre-candidacy), admission to the program (candidacy), and student teaching/residency (program completion), they are required to demonstrate an understanding of "Know, Do, Be" at increasingly sophisticated degrees.

Dispositions are introduced and initially and informally self-assessed in EDUC 100 Introduction to Education. They are next formally assessed by Education Program Faculty during EDUC 299 Theories of Learning and Teaching as part of the Panels Program Admission Process. To be admitted to the Education Program the student must demonstrate dispositions Emerging (1) or higher. If a student does not demonstrate such dispositions, the student may receive provisional program admission with the understanding that they have two semesters to meet the requirement. In such a situation, faculty work with the student to offer support, resources, and opportunities for growth and development such as frequent conferencing both before and after lessons to be planned or taught. Self-assessment of dispositions occurs formally during EDUC 320 Integrated Methods which follows program admission usually during junior year. Final disposition assessment occurs in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area and are assessed by the cooperating teacher.

Our data is drawn from the years 2021-2023 in the following courses: EDUC 299 (pre-candidacy), EDUC 320 (candidacy), and EDUC 422 or EDUC 497 (program completion) during the 2021-2023 academic years.

a. UC Dispositions Benchmarks I-III
b. UC Dispositions Areas of Focus
    i. Impact

ii. Professional Identity and Continuous Growth
iii. Leadership
iv. Advocacy
v. Collaboration
vi. Ethics

5. UC Teacher Candidate Assessment Rubric (TCAR): The UC TCAR reflects Standards 1-3 of the UC STAR Rubric which as reported above, is based on the West Virginia Department of Education Office of School Improvement's Evaluation Rubric for Teachers: WVDE Evaluation Rubric for Teachers. Students are initially introduced to the TCAR during EDUC 100 Introduction to Education where the rubric is reviewed and discussed and where students are able to complete a TCAR for a teacher they are observing during their required field placement hours for the course. Depending on the level of the course (generally 1 TCAR observation for 200 level courses and 2 TCAR observations for 300 level courses) following each lesson taught, pre candidates and candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress throughout the semester during monthly program meetings and during informal discussions. NOTE P-12 Partners compete 3 STAR forms-validity and consistency check and to monitor progress

Our data is drawn from the following 300 level course from the academic years 2021-2023: EDUC 320 Integrated Methods, EDUC 372 Fundamentals of Reading Instruction, and EDUC 378 Elementary Methods.

b. UC TCAR
c. UC TCAR Areas of Focus
    i. Standard 1 Curriculum and Planning
    ii. Standard 2 The Learner and the Learning Environment
    iii. Standard 3 Teaching

6.West Virginia Teacher Performance Assessment (WVTPA): The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all UC candidates during the culminating student teaching/residency 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); 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 record and analyze teaching episodes. After teaching the unit, candidates 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 trained UC Education Program Faculty. The four-point rating scale on each rubric reflects the same descriptors used for beginning teachers 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 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. Candidate performance on the TPA is used to provide evidence for program completion. Candidates include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that taught. Each of these are a required part of the TPA. If one or more sections are omitted, the candidate is required to remediate and re-do the TPA.

Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years.

a. WVTPA
b. WVTPA Areas of Focus
    i. Contextual Factors
    ii. Standards and Goals
    iii. Assessment Plan
    iv. Design for Instruction
    v. Implementation and Reflection on Daily Learning
    vi. Impact on Student Learning
    vii. Reflection and Self-Evaluation

Standard 2: Completer Professional Growth and Competence

Essential question: Were completers prepared to work in diverse contexts, have they done so successfully, and are they growing as professionals?

To demonstrate that the University of Charleston's Education Program meets the requirements of Standard 2: Completer Professional Growth and Competence, we provide evidence for each aspect with relevant appendices and documents referenced, followed by an overall summary statement for Standard 2.

2a. Understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers

Across the University of Charleston's Education Program, we consistently provide candidates with knowledge and skills related to understanding and engaging with local school and cultural communities and communicating and fostering relationships with diverse families/guardians/caregivers. This is evidenced by results from multiple sources and multiple perspectives, including: Lesson Plan Rubric (faculty perspective); , Student Teacher Assessment Rubric (STAR) data (faculty/P12 partners),Alumni surveys (completer perspective), Dispositions data (candidate/faculty/P12 Partner), Teacher Candidate Assessment Rubric (TCAR) data (faculty/P12 partners) West Virginia Teacher Performance Assessment (WVTPA). The evidence is presented here:

Lesson Plan Rubric

The UC Lesson Plan Rubric was updated in Spring 2022 to reflect the established Design for Instruction Rubric found in the WVTPA. The new rubric was implemented in Fall 2022 and we began gathering data in Spring 2023. This change was made to allow students to have consistent experiences with lesson plan expectations and concepts throughout their time in the UC Education Program, thus always working toward growth and mastery related to all requirements of the UC Lesson Plan Rubric and therefore the WVTPA Design for Instruction Rubric. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers believe they have gained the content knowledge and skills necessary for professional practice. Earned scores are: Distinguished (4 points), Accomplished (3 points), Emerging (2 points), and Unsatisfactory (1 point). **Candidates must score Emerging (2) or above in all categories to successfully complete Student Teaching.**

Following each lesson taught (6 lessons observed by UC Faculty over the 14-week student teacher/residency placement), candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress related to lesson planning throughout the semester during monthly program meetings and during informal discussions.

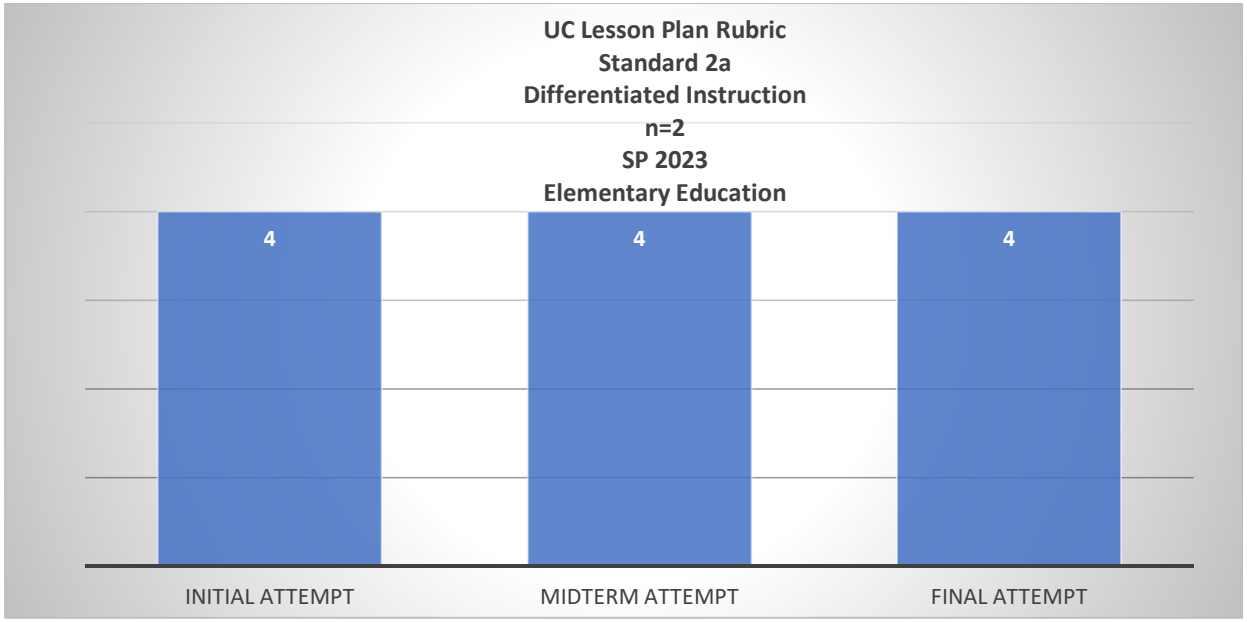
UC Lesson Plan Rubric Data Charts Standard 2a
UC Lesson Plan Rubric

To address Standard 2a, *Understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers,* student teachers were assessed using the UC Lesson Plan Rubric. The data we share shows results of these assessment at three points in time: initial assessment, midterm assessment, and final assessment. Data is disaggregated into two groups: Elementary Education (2 completers) and Special Education (3 completers). In this case we have combined the Elementary Education/Special Education (2 completers) and Secondary Special Education (1 completer) due to a low n. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. The area directly related to Standard 2a is:

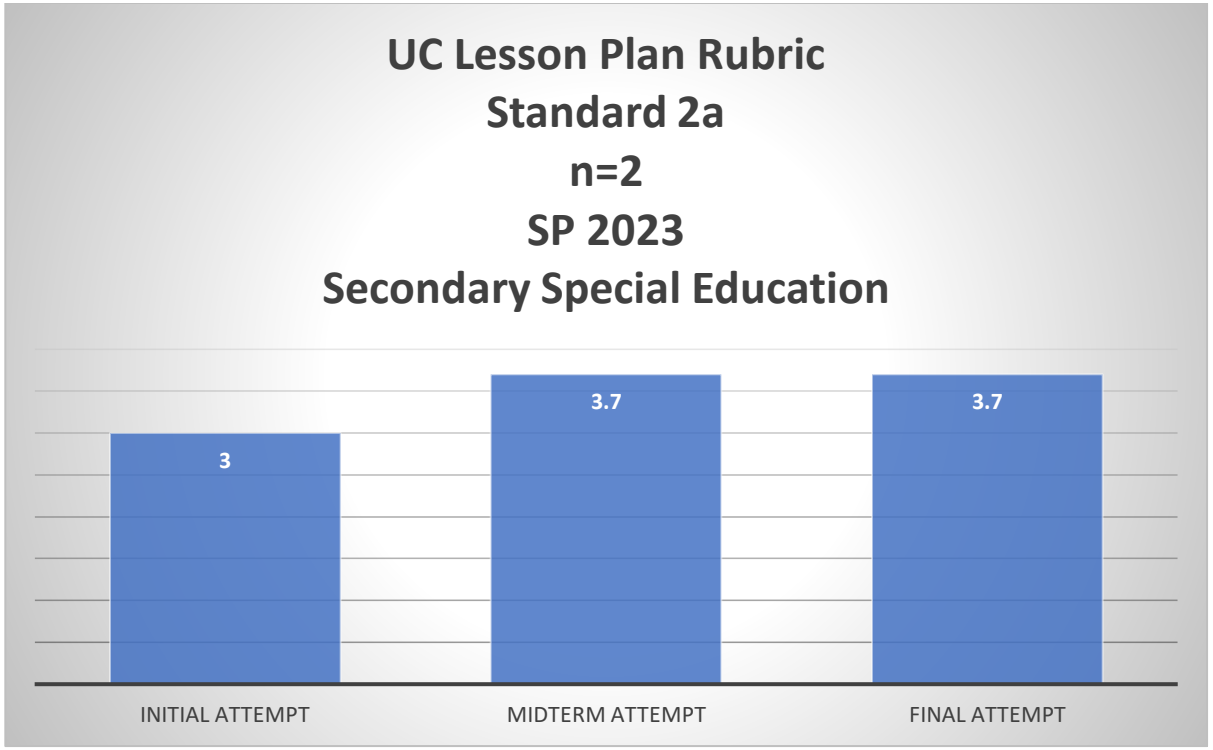
- Differentiated Instruction

Differentiated Instruction provides evidence for Standard 2a by supporting candidates to *understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers* as they describe strategies to meet diverse learning needs of any students for whom differentiated instruction (including those with IEPs) is needed.

As seen in the first chart below, **Spring 2023 data reflects a mean score of 4 (Distinguished) for Elementary Education Program** student teachers during each of the three assessments. We believe that our course and program focus on knowing and connecting with students prioritizes the social, emotional, and academic dimensions of learning theory as being fundamental to teaching,



The second chart for **Secondary Special Education and Elementary/Special Education displays the following mean scores for Spring 2023: Initial attempt=3.0, Midterm Attempt=3.7, Final Attempt=3.7**. We believe that our course and program focus on knowing and connecting with students prioritizes *understanding and engaging local school and cultural communities as well as communicating and fostering relationships with diverse families/guardians/caregivers* as being fundamental to teaching. This along with increased practice in the immersed setting partnered with conferencing and with cooperating teachers and UC Faculty support growth.



Student Teacher Assessment Rubric (STAR) The UC STAR is based on Standards 1-5 of the West Virginia Department of Education Office of School Improvement's Evaluation Rubric for Teachers: WVDE Evaluation Rubric for Teachers. Following each lesson taught (6 lessons observed by UC Faculty over the 14-week student teaching/residency placement), candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress throughout the semester during monthly program meetings and during informal discussions. **Student teachers are required to achieve scores of Emerging (2) or higher in all areas**.

Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years.

UC STAR Data Charts Standard 2a

UC Student Teacher Assessment Rubric (STAR)

To address Standard 2a, *understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers,* student teachers were assessed using the UC Student Teacher Assessment Rubric. The data we share shows results of these assessments during the candidate's final evaluation. Data is disaggregated into three groups: Elementary Education, Elementary Special Education, and Secondary Special Education for the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. Those areas directly related to Standard 2a are:

Standard 2.1: The teacher candidate understands and responds to the unique characteristics of learners.

Standard 3.2: The teacher candidate motivates and engages students in learning, problem solving, and collaboration.

Standard 4.1: The teacher candidate engages in professional development that guides continuous examination and improvement of professional practice.

Standard 4.2: The teacher candidate actively engages in collaborative learning opportunities with colleagues.

Standard 5.1: The teacher candidate participates in school-wide collaborative efforts to support the success of all students.

Standard 5.2: The teacher candidate works with parents, guardians, families and community entities to support student learning and well-being.

Standard 5.3: The teacher candidate promotes practices and policies that improve school environment and student learning.

Standard 2.1: The teacher candidate understands and responds to the unique characteristics of learners.

In the first chart for **Elementary Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted **a mean of 4 (Distinguished) for 2021-2022 and 2022-2023** reflects candidates who are well prepared to successfully understands and responds to the unique characteristics of learners, thus supporting Standard 2a's requirement that completers understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers.

In the second chart for **Elementary and Special Education all candidates from 2021-2022 exceeded the required score of Emerging (2) with a mean score of 4 (Distinguished). 2022-2023 completers also exceeded the required score with a mean of 3.5**. While the low n should be noted these means reflect candidates who are well prepared to understand and responds to the unique characteristics of learners, thus supporting Standard 2a's requirement that completers understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers.

In the third chart for **Secondary Special Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted **a mean of 4 (Distinguished) for 2021-2022 and 2022-2023** reflects candidates who are well prepared to successfully understands and responds to the unique characteristics of learners, thus supporting Standard 2a's requirement that completers understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers.

Standard 3.2: The teacher candidate motivates and engages students in learning, problem solving, and collaboration.

In the first chart for **Elementary Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted and account for the slight differences in the means below, **a mean of 4 (Distinguished) for 2021-2022 and a mean of 4 for 2022-2023** reflects candidates who are well prepared motivates and engages students in learning, problem solving, and collaboration, thus supporting Standard

2a's requirement that completers understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers.

In the second chart for **Elementary and Special Education all candidates from 2021-2022 exceeded the required score of Emerging (2) with a mean score of 4 (Distinguished). 2022-2023 completers also exceeded the required score with a mean of 3.5**. While the low n should be noted these means reflect candidates who are well prepared to motivate and engages students in learning, problem solving, and collaboration, thus supporting Standard 2a's requirement that completers understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers.

In the third chart for **Secondary Special Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted there was **a mean of 3 (Accomplished) for 2021-2022 and a mean of 4 (Distinguished) 2022-2023** both of which reflect candidates who are well prepared to successfully understands and responds to the unique characteristics of learners, thus supporting Standard 2a's requirement that completers understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers.

Standard 4.1: The teacher candidate engages in professional development that guides continuous examination and improvement of professional practice.

In the first chart for **Elementary Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted and account for the slight differences in the means below, **a mean of 3 (Accomplished) for 2021-2022 and a mean of 2.75 for 2022-2023** reflects candidates who engage in professional development that guides continuous examination and improvement of professional practice, thus supporting Standard 2a's requirement that candidates understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers.

In the second chart for **Elementary and Special Education all candidates from 2021-2022 exceeded the required score of Emerging (2) with a mean score of 3.5 (Accomplished+)). 2022-2023 completers also exceeded the required score with a mean of 3**. While the low n should be noted these means reflect candidates who engage in professional development that guides continuous examination and improvement of professional practice, thus supporting Standard 2a's requirement that candidates understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers.

In the third chart for **Secondary Special Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted there was **a mean of 3 (Accomplished) for 2021-2022 and 2022-2023** which reflects candidates who engage in professional development that guides continuous examination and improvement of professional practice, thus supporting Standard 2a's requirement that candidates understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers.

Standard 4.2: The teacher candidate actively engages in collaborative learning opportunities with colleagues.

In the first chart for **Elementary Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted and account for the slight differences in the means below, **a mean of 4 (Distinguished) for 2021-2022 and a mean of 3 (Accomplished) for 2022-2023** reflects candidates who are well prepared to actively engage in collaborative learning opportunities with colleagues thus supporting Standard 2a's requirement that candidates understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers.

In the second chart for **Elementary and Special Education all candidates from 2021-2022 exceeded the required score of Emerging (2) with a mean score of 3.5 (Accomplished +). 2022-2023 completers also exceeded the required score with a mean of 2.5**. While the low n should be noted these means reflect candidates who are well prepared to actively engage in collaborative learning opportunities with colleagues, thus supporting Standard 2a's requirement that candidates understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers.

In the third chart for **Secondary Special Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted **a mean of 3 (Accomplished) for 2021-2022 and 2022-2023** reflects candidates who are well prepared to actively engage in collaborative learning opportunities with colleagues, thus supporting Standard 2a's requirement that candidates understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers.

Standard 5.1: The teacher candidate participates in school-wide collaborative efforts to support the success of all students.

In the first chart for **Elementary Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted and account for the slight differences in the means below, **a mean of 3 (Accomplished) for 2021-2022 and a mean of 2.75 for 2022-2023** reflects candidates who are well prepared to successfully participate in school-wide collaborative efforts to support the success of all students., thus supporting Standard 2a's requirement that candidates understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers.

In the second chart for **Elementary and Special Education all candidates from 2021-2022 exceeded the required score of Emerging (2) with a mean score of 3.5 (Accomplished). 2022-2023 completers also exceeded the required score with a mean of 3**. While the low n should be noted these means reflect candidates who are well prepared to successfully participate in school-wide collaborative efforts to support the success of all students., thus supporting Standard 2a's requirement that candidates understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers.

In the third chart for **Secondary Special Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted While the low n should be noted **a mean of 3 (Accomplished) for 2021-2022 and 2022-2023**reflects candidates who are well prepared to successfully participate in school-wide collaborative efforts to support the success of all students., thus supporting Standard 2a's requirement that candidates understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers.

Standard 5.2: The teacher candidate works with parents, guardians, families and community entities to support student learning and well-being.

In the first chart for **Elementary Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted and account for the slight differences in the means below, **a mean of 3 (Accomplished) for 2021-2022 and a mean of 3.5 for 2022-2023** reflects candidates who are well prepared to work with parents, guardians, families and community entities to support student learning and well-being, thus supporting Standard 2a's requirement that candidates understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers.

In the second chart for **Elementary and Special Education all candidates from 2021-2022 exceeded the required score of Emerging (2) with a mean score of 4 (Distinguished). 2022-2023 completers also**

exceeded the required score with a mean of 3 (Accomplished). While the low n should be noted these means reflect candidates who are well prepared to successfully work with parents, guardians, families and community entities to support student learning and well-being, thus supporting Standard 2a's requirement that candidates understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers.

In the first chart for **Secondary Special Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted **a mean of 3 (Accomplished) for 2021-2022 and 2022-2023** reflects candidates who are well prepared to work with parents, guardians, families and community entities to support student learning and well-being, thus supporting Standard 2a's requirement that candidates understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers.

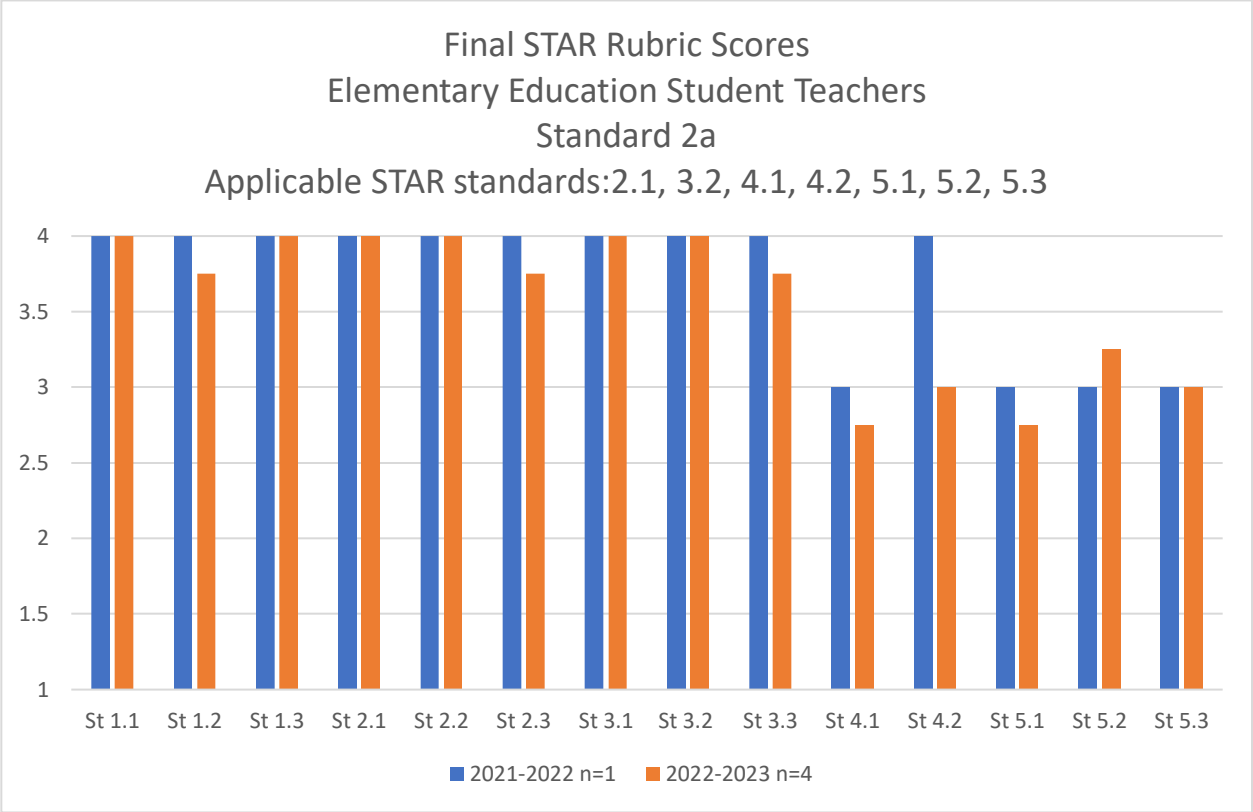
Standard 5.3: The teacher candidate promotes practices and policies that improve school environment and student learning.

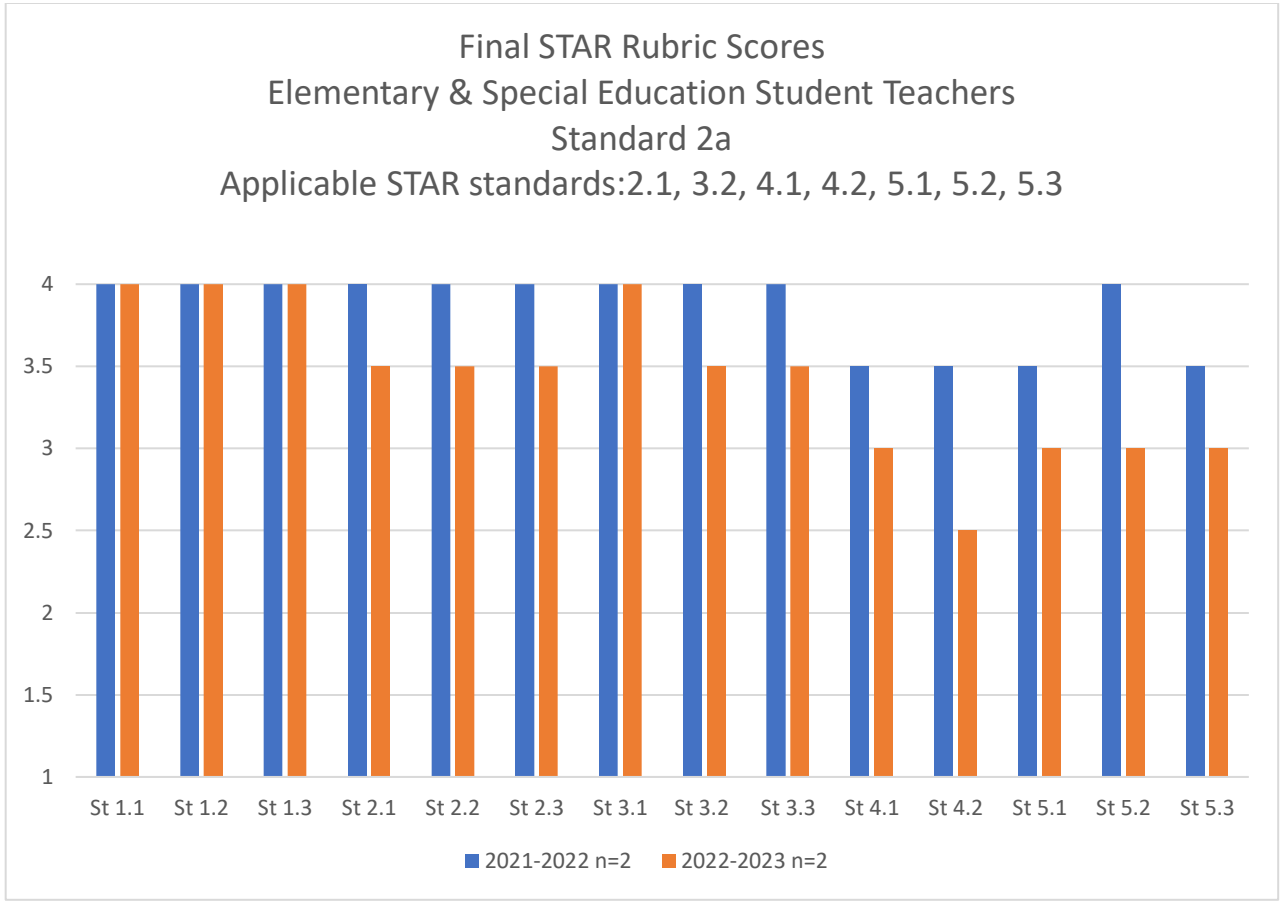
In the first chart for **Elementary Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted and account for the slight differences in the means below, **a mean of 3 (Accomplished) for 2021-2022 and 2022-2023** reflects candidates who are well prepared to successfully promote practices and policies that improve school environment and student learning, thus supporting Standard 2a's requirement that candidates understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers.

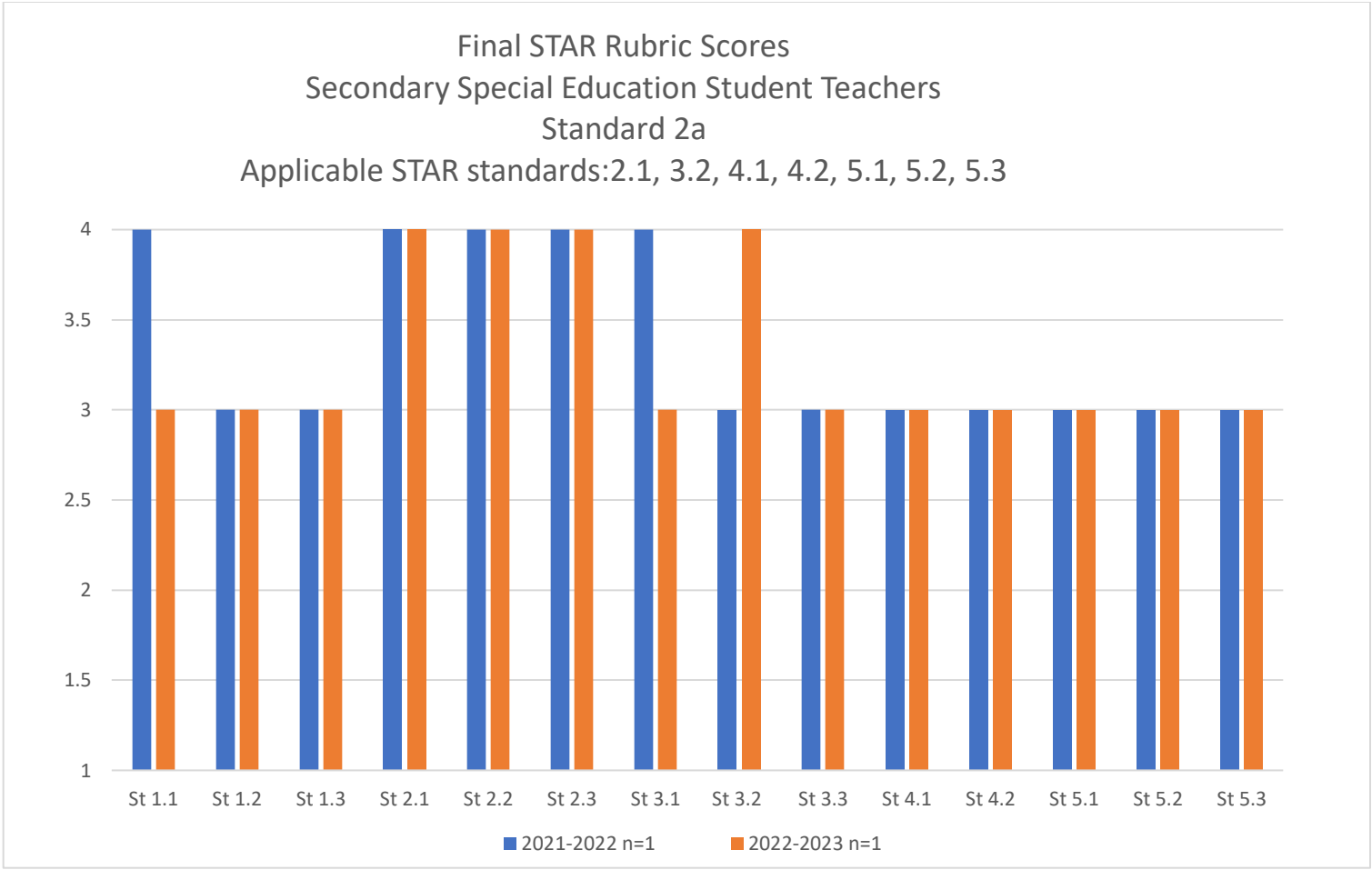
In the second chart for **Elementary and Special Education all candidates from 2021-2022 exceeded the required score of Emerging (2) with a mean score of 3.5 (Accomplished +) 2022-2023 completers also exceeded the required score with a mean of 3**. While the low n should be noted these means reflect candidates who are well prepared to successfully promote practices and policies that improve school environment and student learning, thus supporting Standard 2a's requirement that candidates understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers.

In the first chart for **Secondary Special Education all candidates from 2021-2022 and 2022-2023 exceeded the required score of Emerging (2).** While the low n should be noted **a mean of 3(Accomplished) for 2021-2022 and 2022-2023** reflects candidates who are well prepared to successfully promote practices and policies that

improve school environment and student learning, thus supporting Standard 2a's requirement that candidates understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers.




Final STAR Rubric Scores
Elementary & Special Education Student Teachers
Standard 2a
Applicable STAR standards:2.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3
4
3.5
3
2.5
2
1.5
1
St 1.1
St 1.2
St 1.3
St 2.1
St 2.2
St 2.3
St 3.1
St 3.2
St 3.3
St 4.1
St 4.2
St 5.1
St 5.2
St 5.3
2021-2022 n=2
2022-2023 n=2


Final STAR Rubric Scores
Secondary Special Education Student Teachers
Standard 2a
Applicable STAR standards:2.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3
4
3.5
3
2.5
2
1.5
1
St 1.1
St 1.2
St 1.3
St 2.1
St 2.2
St 2.3
St 3.1
St 3.2
St 3.3
St 4.1
St 4.2
St 5.1
St 5.2
St 5.3
2021-2022 n=1
2022-2023 n=1

Alumni Survey The Alumni/Completer survey is used to collect data from program completers annually. The survey is designed to elicit the perspective of recent program completers. Questions on these surveys were mapped to the AAQEP standards and are used as evidence that completers believe they have gained the content knowledge and skills necessary for professional practice. The survey is emailed directly to completers from the Program Director's email in an effort to maintain personal connection. For this aspect, the table provides the question and responses from respondents reporting completion for the academic years 2018-2023.

UC Alumni and Completer Survey

UC Alumni Survey Data Chart Standard 2a

To address Standard 2a, *Understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers,* completers were asked to what degree they agreed or disagreed regarding their satisfaction about the following item they received during their time in the UC Education Program:

Question 35. the basic skills to collaborate with parents and guardians to support student learning.

Of the eight respondents to the UC Alumni Survey their programs of completion are as follows:

3 Elementary and Special Education
3 Secondary Special Education
2 Elementary Education

Additionally, these respondents reported the following years of completion:

1 response: 2018

1 response: 2019

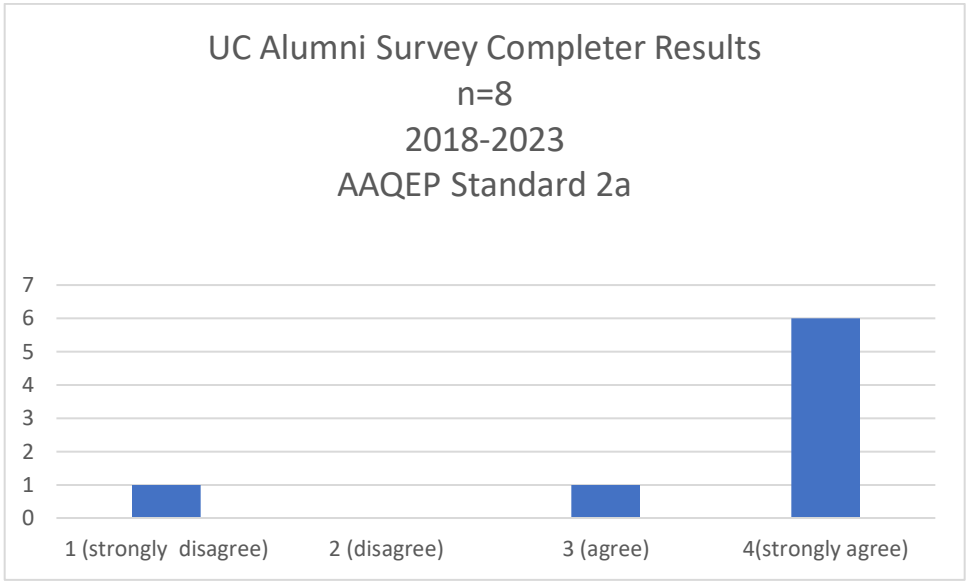
1 response: 2021

2 responses: 2022

3 responses: 2023

Despite a low n, data reveals a consistent picture of completer satisfaction as it relates to content, pedagogical, and/or professional knowledge preparation. For the item identified to correspond with Standard 2a, a majority of respondents reported strongly agreeing that they were satisfied with their preparation.

One final significant note: due to the nature of this survey, while it was anonymous, the year of graduation could be aligned with responses. We feel it is significant that the score of strongly disagree came from the year 2018, prior to the new leadership and instruction in the UC Education Programs . Responses from 2019, 2021, 2022, and 2023 all fell in the agree and strongly agree score range.



Dispositions Survey Upon graduation, UC's candidates display the dispositions of effective educators through their interactions with staff, teachers, faculty, educational specialists, community stakeholders, students, and other learners. Their dispositions are assessed by cooperating teachers, cooperating mentors, program directors, faculty, and candidate self-analysis. As students' progress through benchmarks, which reflect the milestones of pre-admission to the Teacher Education Program (pre-candidacy), admission to the program (candidacy), and student teaching/residency

(program completion), they are required to demonstrate an understanding of "Know, Do, Be" at increasingly sophisticated degrees.

Dispositions are introduced and initially and informally self-assessed in EDUC 100 Introduction to Education. They are next formally assessed by Education Program Faculty during EDUC 299 Theories of Learning and Teaching as part of the Panels Program Admission Process**. To be admitted to the Education Program the student must demonstrate dispositions Emerging (1) or higher**. If a student does not demonstrate such dispositions, the student may receive provisional program admission with the understanding that they have two semesters to meet the requirement. In such a situation, faculty work with the student to offer support, resources, and opportunities for growth and development such as frequent conferencing both before and after lessons to be planned or taught. Self-assessment of dispositions occurs formally during EDUC 320 Integrated Methods which follows program admission usually during junior year. Final disposition assessment occurs in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area and are assessed by the cooperating teacher.

Our data is drawn from the years 2021-2023 in the following courses: EDUC 299 (pre-candidacy), EDUC 320 (candidacy), and EDUC 422 or EDUC 497 (program completion) during the 2021-2023 academic years. Please note that Self-Assessment Dispositions were not collected for Fall 2020 due to classes being entirely online. Therefore, there are only two data points for Disposition Self-Assessment, Fall 2021 and Fall 2022.

Data is disaggregated:

Program Admission-all majors by cohort
Self-Assessment-all majors by cohort
Final disposition-by major and by cohort

To address Standard 2a, *understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregiver,* candidates were assessed using the UC Dispositions Survey. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers mastered *understanding and engaging local school and cultural communities and communicate and fostering relationships with diverse families/guardians/caregiver*. Those areas directly related to Standard 2a:

Leadership

- Creates opportunities for the mutual benefit of all involved

- Promotes positive change through personal interactions, organizations, communities and the profession
- Initiates, suggests, and contributes in appropriate ways
- Maintains knowledge of and shares information about current research and best practices
- Reacts positively to others' suggestions or ideas

Advocacy

- Supports and empowers individuals from diverse backgrounds
- Includes families and other stakeholders in planning for individual success
- Advocates for the social, emotional, behavioral, and basic needs of others
- Demonstrates empathy, professional self-confidence, fairness, patience, persistence, problem-solving, and appropriate risk-taking on behalf of others

UC Dispositions Data Charts Standard 2a

UC Dispositions Rubric

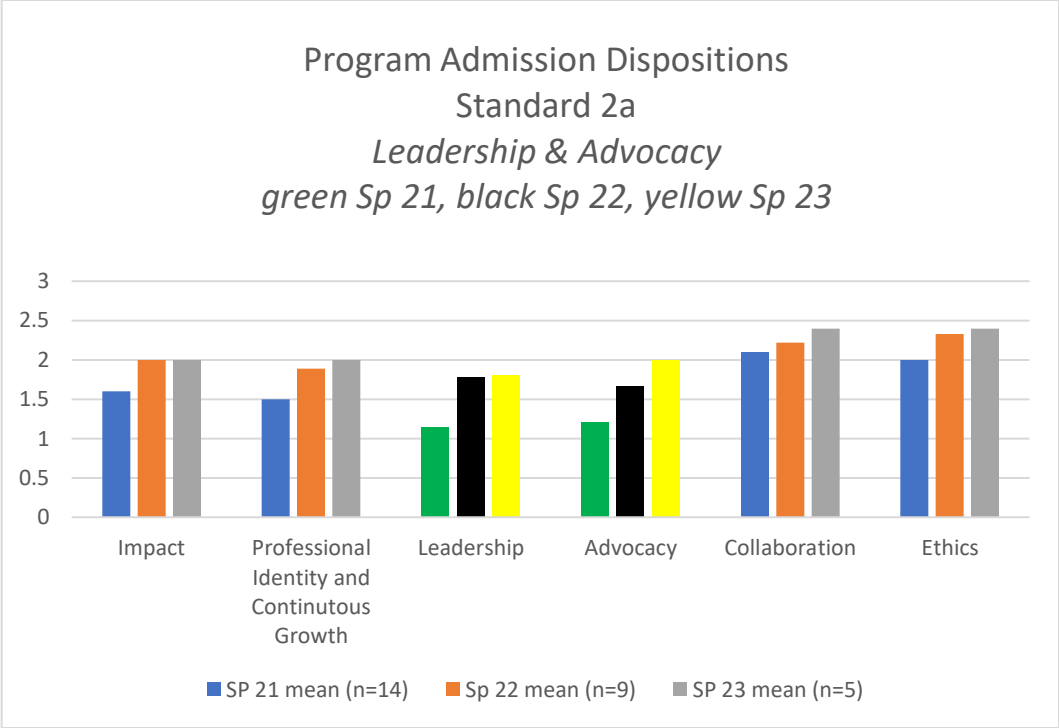
To provide evidence for Standard 2a, we will focus on two items on the UC Disposition Rubric: Leadership and Advocacy

Program Admission Dispositions

As shown on chart below, regarding Leadership, **the mean of candidates for all three data points, Spring 2021, Spring 2022, and Spring 2023, exceeded the required scores of Emerging (1**). The mean score for **Spring 2021 pre-candidates (n=14) was 1.14 (Emerging).** The mean score for **Spring 2022 pre-candidates (n=9) was 1.8 (Emerging+**). The mean score for **Spring 2023 pre-candidates (n=5) was 1.8 (Emerging+)**.

Regarding Advocacy, **the mean of candidates for all three data points, Spring 2021, Spring 2022, and Spring 2023, exceeded the required scores of Emerging (1**). The mean score for **Spring 2021 pre-candidates (n=14) was 1.2** (**Emerging**). The mean score for **Spring 2022 pre-candidates (n=9) was 1.67.** The mean score for **Spring 2023 pre-candidates (n=5) was 2 (Proficient)**.

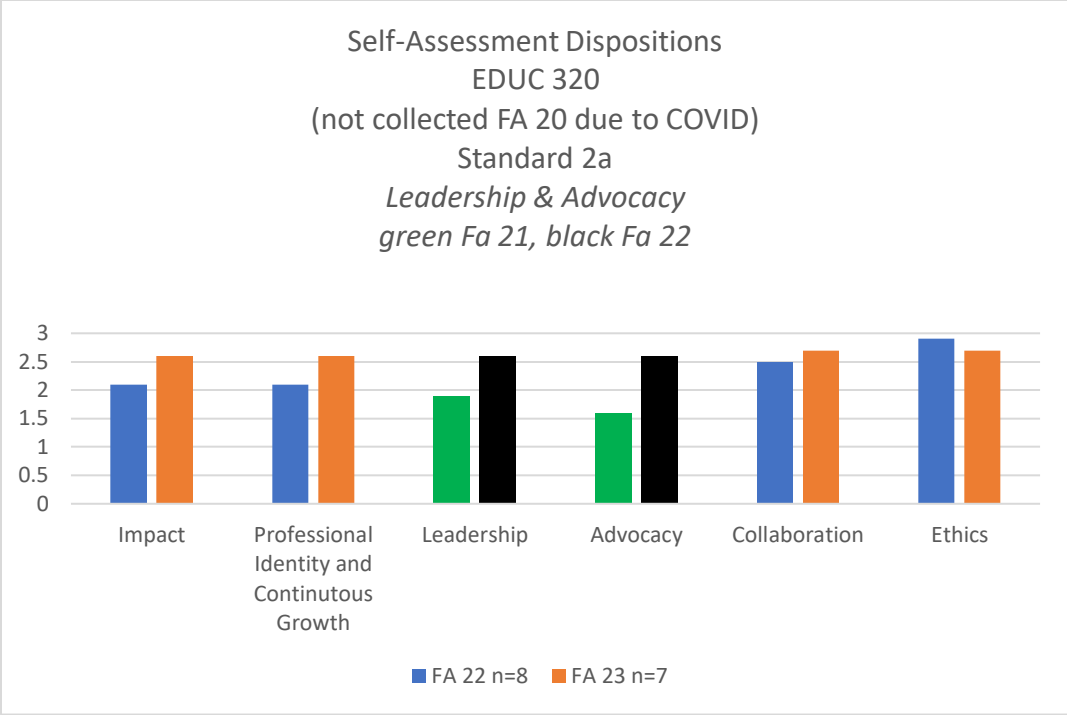
It is important to note that Program Admission Dispositions are generally completed at the end of the sophomore year and usually students will have only had 2-3 field placements and limited opportunities for Advocacy related to students. This is often noted when faculty meet to complete Program Admission Dispositions.



Self-Assessment Dispositions

As shown on the chart below, regarding Leadership, **the mean of candidates for the two data points, Fall 2021 and Fall 2022, exceeded the required scores of Emerging (1**). **For Leadership**, mean score for **Fall 2021 candidates was 1.9 (Emerging+).** The mean score for **Fall 2022 candidates was 2.6 (Proficient+**).

Regarding Advocacy **the mean of candidates for both data points, Fall 2021 and Fall 2022, exceeded the required scores of Emerging (1**). The mean score for **Fall 2021 candidates (n=8) was 1.6**. The mean score for **Fall 2022 pre-candidates (n=7) was 2.6 (Proficient +).**



Final Dispositions

As shown on the chart below, **Elementary Education** completers for Spring 2022, Fall 2022, and Spring 2023 **all surpassed the minimum required score "Emerging" (1 point) regarding Leadership and Advocacy.**

It should be noted that:

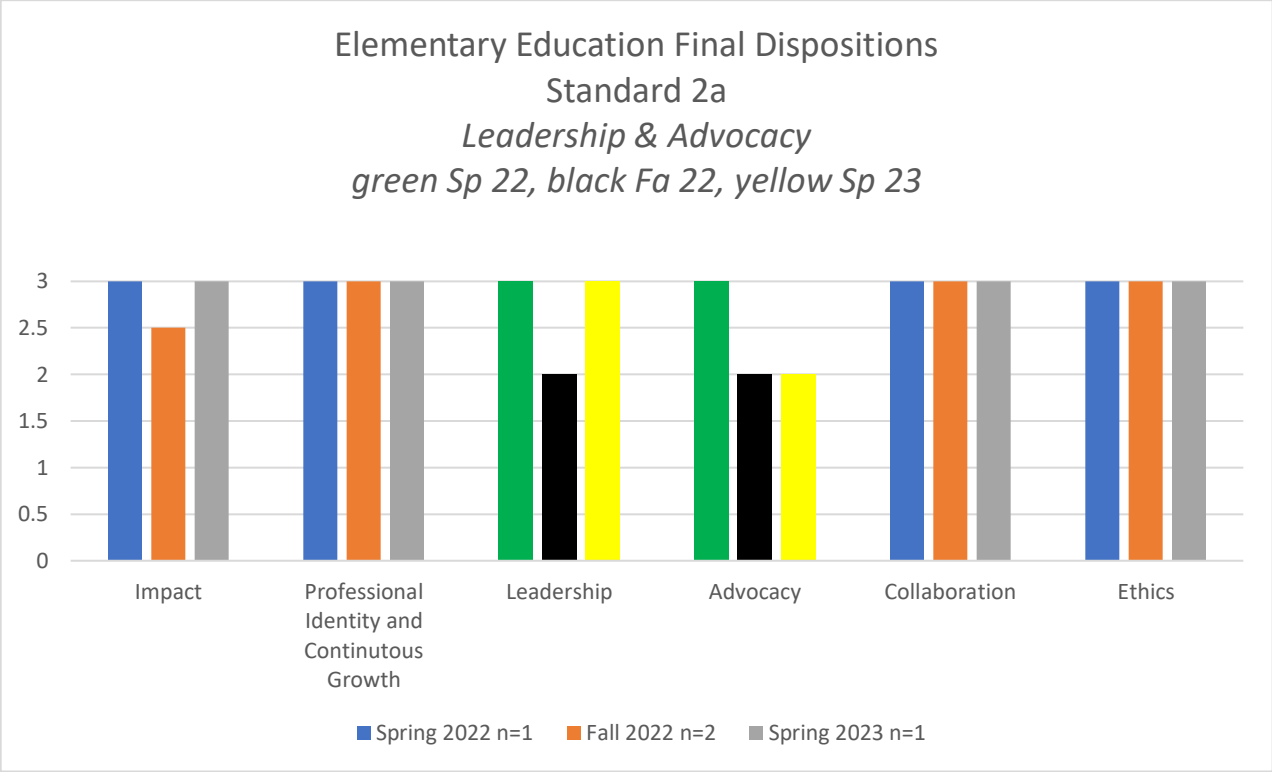
-There were no Elementary Education completers for Fall 2021.

-Spring 2023 should have an n=2 as with other tools, but the disposition for that individual student was not submitted.

Regarding Leadership **Elementary Education** completers for Spring 2022, Fall 2022, and Spring 2023 **all surpassed the minimum required score "Emerging" (1 point). Spring 2022 (n=1) score was 3 (Exemplary), Fall 2022**

(n=2) mean was 2 (Proficient), and Spring 2023 (n=1, please note one student did not submit a final disposition for) scores was 3 (Exemplary).

Regarding Advocacy, completers for Spring 2022, Fall 2022, and Spring 2023 **all surpassed the minimum required score "Emerging" (1 point). Spring 2022 (n=1) score was 3 (Exemplary), Fall 2022 (n=2) mean was 2 (Proficient), and Spring 2023 (n=1) scores was 2 (Proficient).**



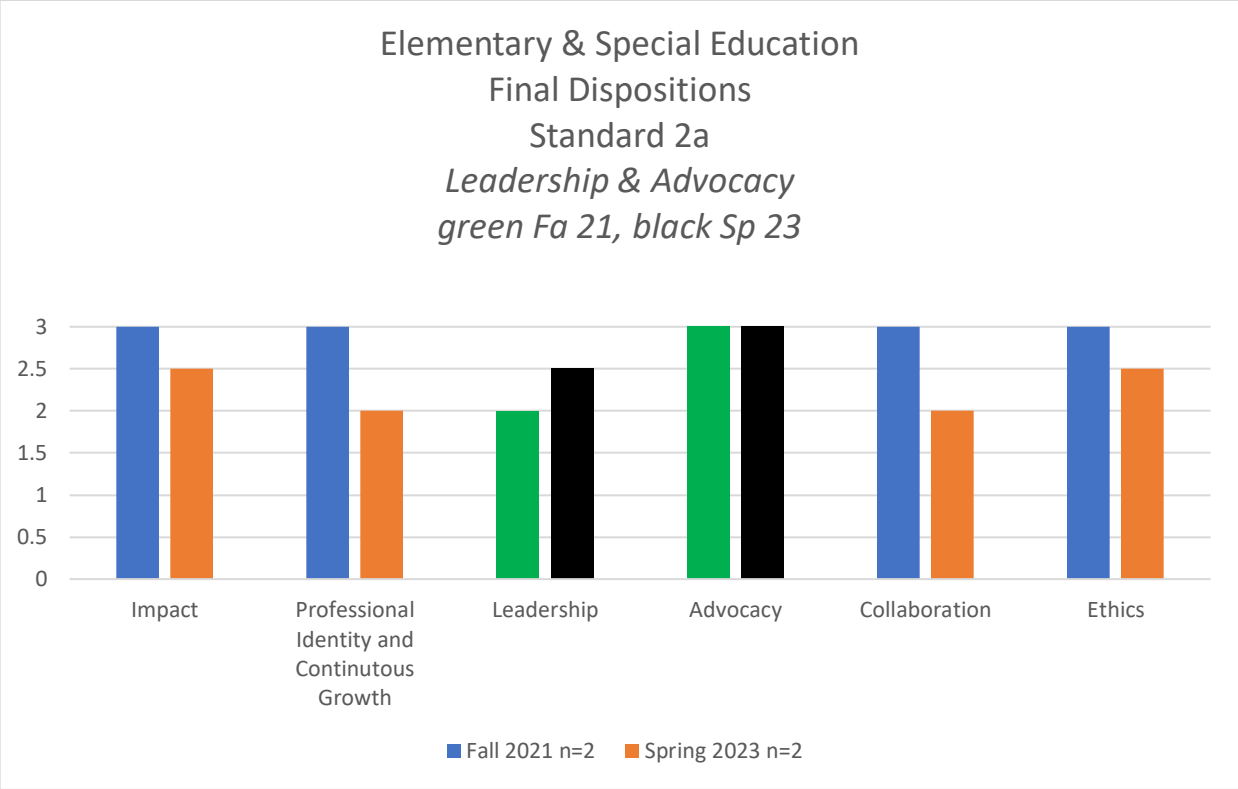
As shown on the chart below, **Elementary and Special Education** completers for Fall 2021, and Spring 2023 **all surpassed the minimum required score "Emerging" (1 point) regarding Leadership and Advocacy.**

It should be noted that:

-Spring 2023 should have an n=2 as with other tools, but the disposition for that individual student was not submitted.

Regarding Leadership **Elementary and Special Education** completers for Fall 2021 and Spring 2023 **all surpassed the minimum required score "Emerging" (1 point). Fall 2021 (n=2) score was 2 (Proficient) and Spring 2023 (n=2) mean was 2.5 (Proficient+).**

Regarding Advocacy**, Elementary and Special Education** completers for Fall 2021 and Spring 2023 **all surpassed the minimum required score "Emerging" (1 point). Both Fall 2021 (n=2) and Spring 2023 means were 3 (Exemplary).**



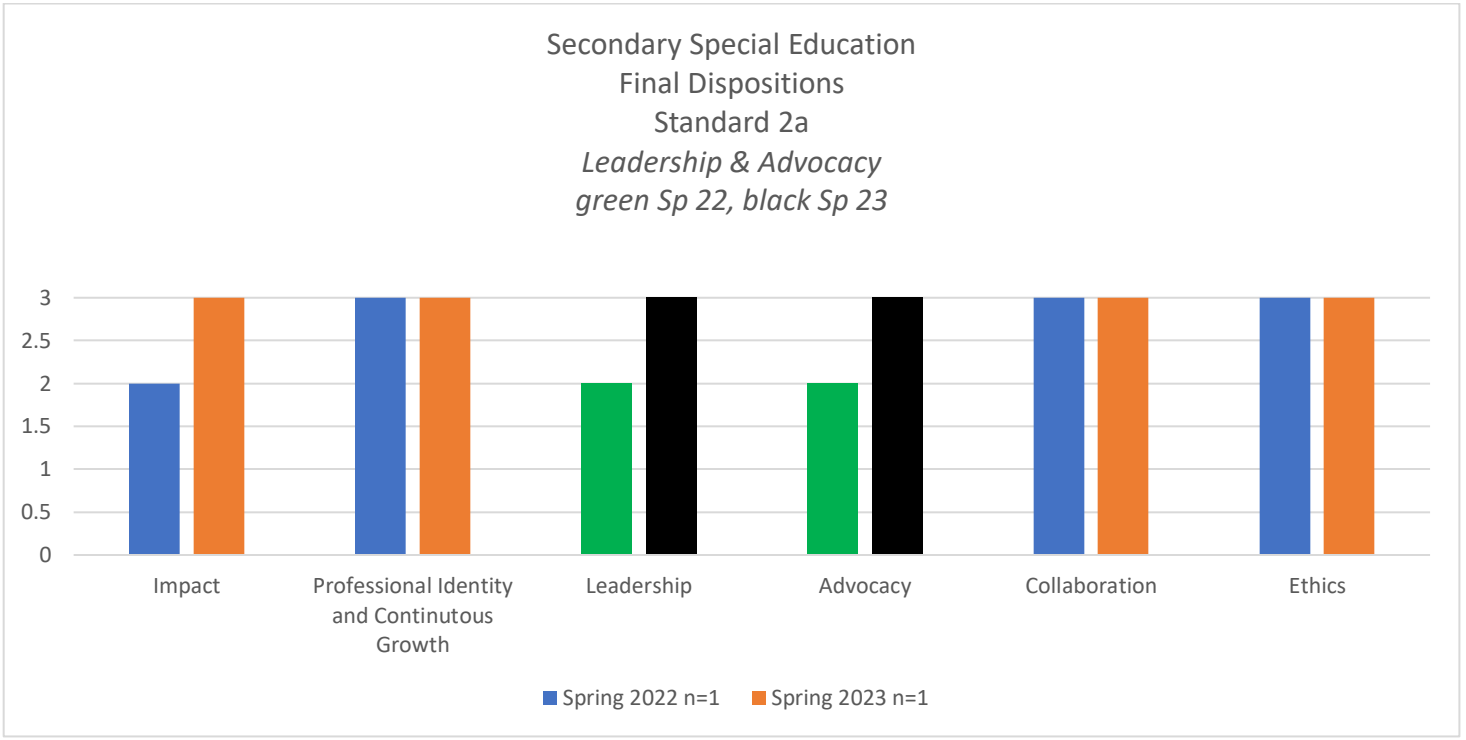
As shown on the chart below, **Secondary Special Education** completers for Fall 2021, and Spring 2023 **all surpassed the minimum required score "Emerging" (1 point) regarding Leadership and Advocacy.**

It should be noted that:

-Spring 2023 should have an n=2 as with other tools, but the disposition for that individual student was not submitted.

Regarding Leadership, **Secondary Special Education** completers for Spring 2022 and Spring 2023 **both surpassed the minimum required score "Emerging" (1 point). Spring 2022 (n=1) score was 2 (Proficient) and Spring 2023 (n=1) mean was 3 (Exemplary).**

Regarding Advocacy**, Secondary Special Education** completers for Spring 2022 and Spring 2023 **both surpassed the minimum required score "Emerging" (1 point). Spring 2022 (n=1) score was 2 (Proficient) and Spring 2023 (n=1) mean was 3 (Exemplary).**



Teacher Candidate Assessment Rubric (TCAR) The UC TCAR reflects Standards 1-3 of the UC STAR Rubric which, as reported above, is based on the West Virginia Department of Education Office of School Improvement's Evaluation Rubric for Teachers: WVDE Evaluation Rubric for Teachers. Students are initially introduced to the TCAR during EDUC 100 Introduction to

Education where the rubric is reviewed and discussed and where students are able to complete a TCAR for a teacher they are observing during their required field placement hours for the course. Depending on the level of the course (generally 1 TCAR observation for 200 level courses and 2 TCAR observations for 300 level courses) following each lesson taught, pre candidates and candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress throughout the semester during monthly program meetings and during informal discussions. **Faculty support candidates to work toward achieving the required scores for graduation of Emerging(2) throughout their coursework.**

UC TCAR Areas of Focus

- Standard 1 Curriculum and Planning
- Standard 2 The Learner and the Learning Environment
- Standard 3 Teaching

Our data is drawn from the following 300 level course from the academic years 2021-2023:

- EDUC 320 Integrated Methods (taken by all Education majors)
- EDUC 360 High Incidence Disabilities (taken by all Special Education majors)
- EDUC 372 and 374 Fundamentals of Reading Instruction (taken by Elementary Education majors 1-2 semesters before student teaching)
- EDUC 378 Elementary Methods (taken by Elementary Education majors 1 semester before student teaching or with student teaching as of Fall 2024 with change to the Residency Model).

UC TCAR
UC Teacher Candidate Assessment Rubric Data Charts Standard 2a

To address Standard 2a, *understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers,* student teachers were assessed using the UC Teacher Candidate Assessment Rubric. The data we share shows results of these assessments during the candidate's final evaluation. Data is disaggregated into three groups: Elementary Education, Elementary Special Education, and Secondary Special Education for the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. Those areas directly related to Standard 2a are:

Standard 2.1: The teacher candidate understands and responds to the unique characteristics of learners.

Standard 3.2: The teacher candidate motivates and engages students in learning, problem solving, and collaboration.

Data explanation:

- TCAR results reflect scores collected Fall 2022-Spring 2023 due to faculty and leadership transition in 2021-2022. Students completed TCAR throughout that time as well, but collection procedures and expectations were fully established and consistent by Fall 2022.

- All mean scores for the courses presented below **exceed the minimum of Emerging (2 points)** which is required for graduation.

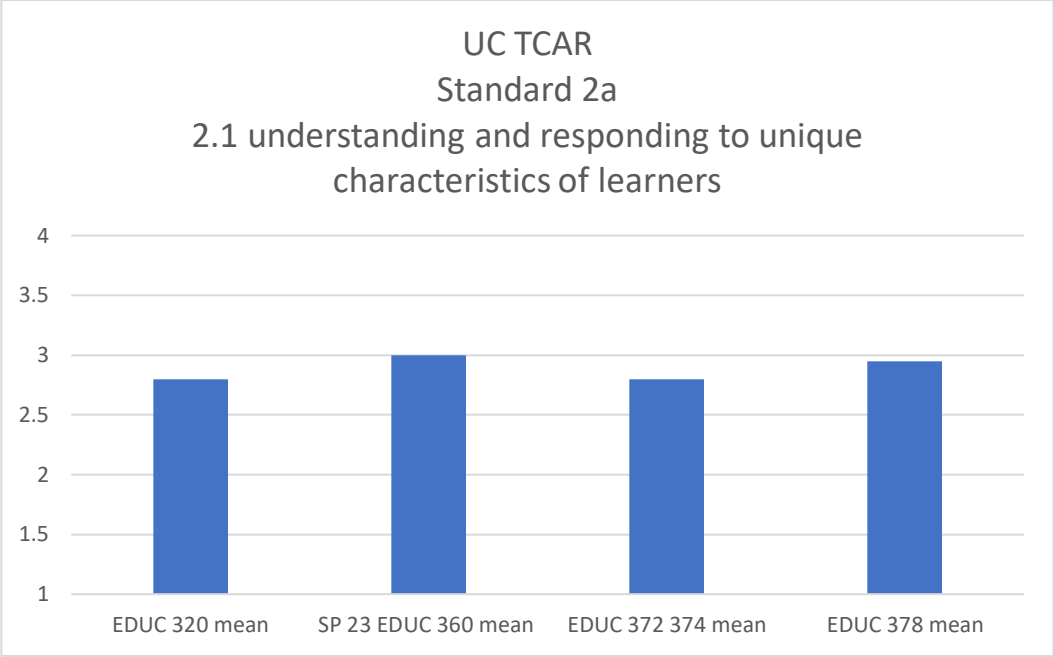
- Data from EDUC 320 Integrated Methods (taken by all Education majors during junior year) is the mean scores of the two TCARs completed during the course.
    - The mean of scores for Standard 2.1, understands and responds to the unique characteristics of learners, **for Fall 2022 was 2.8 (Emerging +).**
    - The mean of scores for Standard 3.2, motivates and engages students in learning, problem solving, and collaboration, **for Fall 2022 was 2.6 (Emerging +)**.
    - The upper Emerging level is where we encourage candidates to aim for in their junior year so they can focus on further growth into the Accomplished area the following semester.

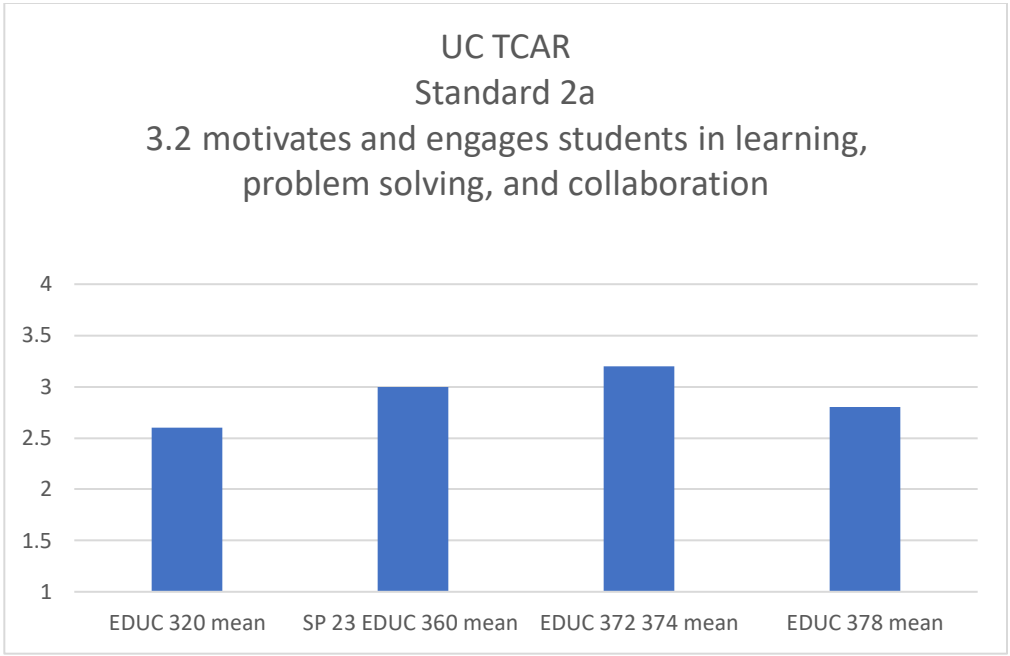
- Data from EDUC 360 High Incidence Disabilities (taken by all Special Education majors junior or senior year) is a mean of the scores of the one TCAR completed for the course.
    - The mean of scores for Standard 2.1, understands and responds to the unique characteristics of learners, **for Spring 2023 was 3 (Accomplished)**
    - The mean of scores for Standard 3.2, motivates and engages students in learning, problem solving, and collaboration, **for Spring 2023 was 3 (Accomplished)**
    - These Accomplished means show the growth during the end of junior year and the beginning of senior year for which we aim as a faculty.

- Data from EDUC 372 Fundamentals of Reading Instruction (taken by Elementary Education majors 1-2 semesters before student teaching) is the mean scores of the two TCARs completed during the course.
    - The mean of scores for Standard 2.1, understands and responds to the unique characteristics of learners, **for Spring 2023 was 2.8 (Emerging +).**

- The mean of scores for Standard 3.2, motivates and engages students in learning, problem solving, and collaboration, **for Spring 2023 was 3.2 (Accomplished)**.
- While both standards show the growth needed for candidates 1-2 semesters before student teaching, Standard 2.1 is slightly lower than ideal due to the nature of the Fundamentals of Reading Course Clinical field placement (EDUC 374). Candidates are required to use the reading lesson plans and curriculum prescribed by the county in their lessons which meets need but leaves a little less room for responding to individual needs due to the scripted nature of the curriculum.

- Data from EDUC 378 Elementary Methods (taken by Elementary Education majors 1 semester before student teaching or during residency as of Fall 2024 with change to the Residency Model) is the mean scores of the two TCARs completed during the course.
  - The mean of scores for Standard 2.1, understands and responds to the unique characteristics of learners, **for Fall 2022 was 2.95 (Emerging +).**
  - The mean of scores for Standard 3.2, motivates and engages students in learning, problem solving, and collaboration, **for Fall 2022 was 2.8 (Emerging +)**.


UC TCAR
Standard 2a
2.1 understanding and responding to unique characteristics of learners
4
3.5
3
2.5
2
1.5
1
EDUC 320 mean
SP 23 EDUC 360 mean
EDUC 372 374 mean
EDUC 378 mean



West Virginia Teacher Performance Assessment (WVTPA) The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all UC candidates during the culminating student teaching/residency 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); 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 record and analyze teaching

episodes. After teaching the unit, candidates 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 trained UC Education Program Faculty. The four-point rating scale on each rubric reflects the same descriptors used for beginning teachers 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 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. Candidate performance on the TPA is used to provide evidence for program completion. Candidates include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that taught. Each of these are a required part of the TPA. If one or more sections are omitted, the candidate is required to remediate and re-do the TPA.

To address Standard 2a, *understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers,* student teachers were assessed using the WVTPA. The data we share shows results of these assessments during the candidate's final evaluation. Data is not disaggregated in this section and all three programs, Elementary Education, Elementary Special Education, and Secondary Special Education and accounted for in the charts below for both the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. The areas directly related to Standard 2a are:

1A Implications of Community, Schools, and Family Factors on Instruction
4F Differentiated Instruction

5E Student Engagement

These WVTPA standards are shown in green for 2021-2022 and black for 2022-2023.

Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years.

UC WVTPA Data Charts Standard 2a

West Virginia Teacher Performance Assessment (WVTPA)

For all of the applicable sections of WVTPA Standards 1a, 4f, and 5E, completers from both cohorts exceeded the required score of Emerging (2 points).

For 1A, Implications of Community, Schools, and Family Factors, the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was 3.9.**

For 4F, Differentiated Instruction, the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was 3.7.**

For 5E, Student Engagement, the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was 4.**

WVTPA results for the standards pertaining to Standard 2a were consistent across both cohorts.

2b. Engage in culturally responsive educational practices with diverse learners and so in in diverse cultural and socioeconomic community contexts.

Across the University of Charleston's Education Program, we consistently provide candidates with knowledge and skills related to engaging in culturally responsive educational practices with diverse learners and in diverse cultural and socioeconomic community contexts. This is evidenced by results from multiple sources and multiple perspectives, including: Lesson Plan Rubric (faculty perspective); Student Teacher Assessment Rubric (STAR) data (faculty/P12 partners),Alumni surveys (completer perspective), Dispositions data (candidate/faculty/P12 Partner), Teacher Candidate Assessment Rubric (TCAR) data (faculty/P12 partners) West Virginia Teacher Performance Assessment (WVTPA). The evidence is presented here:

Lesson Plan Rubric The UC Lesson Plan Rubric was updated in Spring 2022 to reflect the established Design for Instruction Rubric found in the WVTPA. The new rubric was implemented in Fall 2022 and we began gathering data in Spring 2023. This change was made to allow students to have consistent experiences with lesson plan expectations and concepts throughout their time in the UC Education Program, thus always working toward growth and mastery related to all requirements of the UC Lesson Plan Rubric and therefore the WVTPA Design for Instruction Rubric. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. Earned scores are: Distinguished (4 points), Accomplished (3 points), Emerging (2 points), and

Unsatisfactory (1 point). **Candidates must score Emerging (2) or above in all categories to successfully complete Student Teaching.**

Following each lesson taught (6 lessons observed by UC Faculty over the 14-week student teacher/residency placement), candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress related to lesson planning throughout the semester during monthly program meetings and during informal discussions.

UC Lesson Plan Rubric Data Charts Standard 2b

UC Lesson Plan Rubric

To address Standard 2b, *engage in culturally responsive educational practices with diverse learners and so in in diverse cultural and socioeconomic community contexts,* student teachers were assessed using the UC Lesson Plan Rubric. The data we share shows results of these assessment at three points in time: initial assessment, midterm assessment, and final assessment. Data is disaggregated into two groups: Elementary Education (2 completers) and Special Education (3 completers). In this case we have combined the Elementary Education/Special Education (2 completers) and Secondary Special Education (1 completer) due to a low n. Areas of focus were mapped to the AAQEP standards and are used as evidence that were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. The area directly related to Standard 2b is:

1.Factors in Planning

4.Rationale for Instructional Strategies

5.Learning Resources

6.Differentiated Instruction

1. Factors in Planning provides evidence for **Standard 2b by supporting candidates to *engage in culturally responsive educational practices with diverse learners and so in diverse cultural and socioeconomic community contexts*** related to contextual factors, pre-assessment data, prior knowledge, individual needs, and learning styles by integrating these factors into the lesson plan.

As seen in the first chart below, **Spring 2023 data reflects a mean score of 4 (Distinguished) for Elementary Education Program** student teachers during each of the three assessments. We believe that our course focus on knowing and connecting with students prioritizes these pedagogical factors as fundamental to teaching,

The second chart for **Secondary Special Education and Elementary/Special Education displays the following mean scores for Spring 2023: Initial attempt=3.7, Midterm Attempt=3.7, Final Attempt=3.3**. While these scores meet requirements, faculty discussed the drop in the mean score during the final attempt. This slight decrease was due to a lack of contextual details from two student teachers. They adequately identified contextual factors and other factors in planning, but details could have been stronger. Since both students had provided strong context information in the past, Field Instructors believe this was in part due to the end of the year setting and an oversight as students were trying to finalize all required paperwork and graduation items.

2**. Rationale for Instructional Strategies** provides evidence for **Standard 2b by supporting candidates to *engage in culturally responsive educational practices with diverse learners and so in diverse cultural and socioeconomic community contexts*** as they explain their choice of instructional strategies to facilitate individual and whole class learning and how those choices are related to content, pedagogy, and professional knowledge.

As seen in the first chart below, **Spring 2023 data reflects a mean score of 3 (Accomplished) for the initial attempt and 4 (Distinguished) for both the Midterm and Final Attempts**. This significant growth can be attributed to individual conferencing (student teacher and UC Faculty) and discussion about what a rationale is and why it is important to consider your rationale when planning a lesson. The idea of a rationale was somewhat confusing and abstract to students when we introduced the updated Lesson Plan Rubric, but such conferences and classroom experiences and discussions are helping to clarify and solidify the idea and its importance. These conferences integrate Standard 2b's component of culturally responsive educational practices with diverse learners in diverse cultural and socioeconomic community contexts.

The second chart for **Secondary Special Education and Elementary/Special Education displays the following mean scores for Spring 2023: 2.7 Initial Attempt and 3.3 for Midterm and Final Attempts**. This significant growth can be attributed to individual conferencing (student teacher and UC

Faculty) and discussion about what a rationale is and why it is important to consider your rationale when planning a lesson. The idea of a rationale was somewhat confusing and abstract to students when we introduced the updated Lesson Plan Rubric, but such conferences and classroom experiences and discussions are helping to clarify and solidify the idea and its importance. These conferences integrate Standard 2b's component of culturally responsive educational practices with diverse learners in diverse cultural and socioeconomic community contexts.

3.Learning Resources provides evidence for **Standard 2b by supporting candidates to *engage in culturally responsive educational practices with diverse learners and so in diverse cultural and socioeconomic community contexts*** as they explain integration of instructional resources, materials, and technology and also plan for the use of technology to enhance learning and manage and track performance.

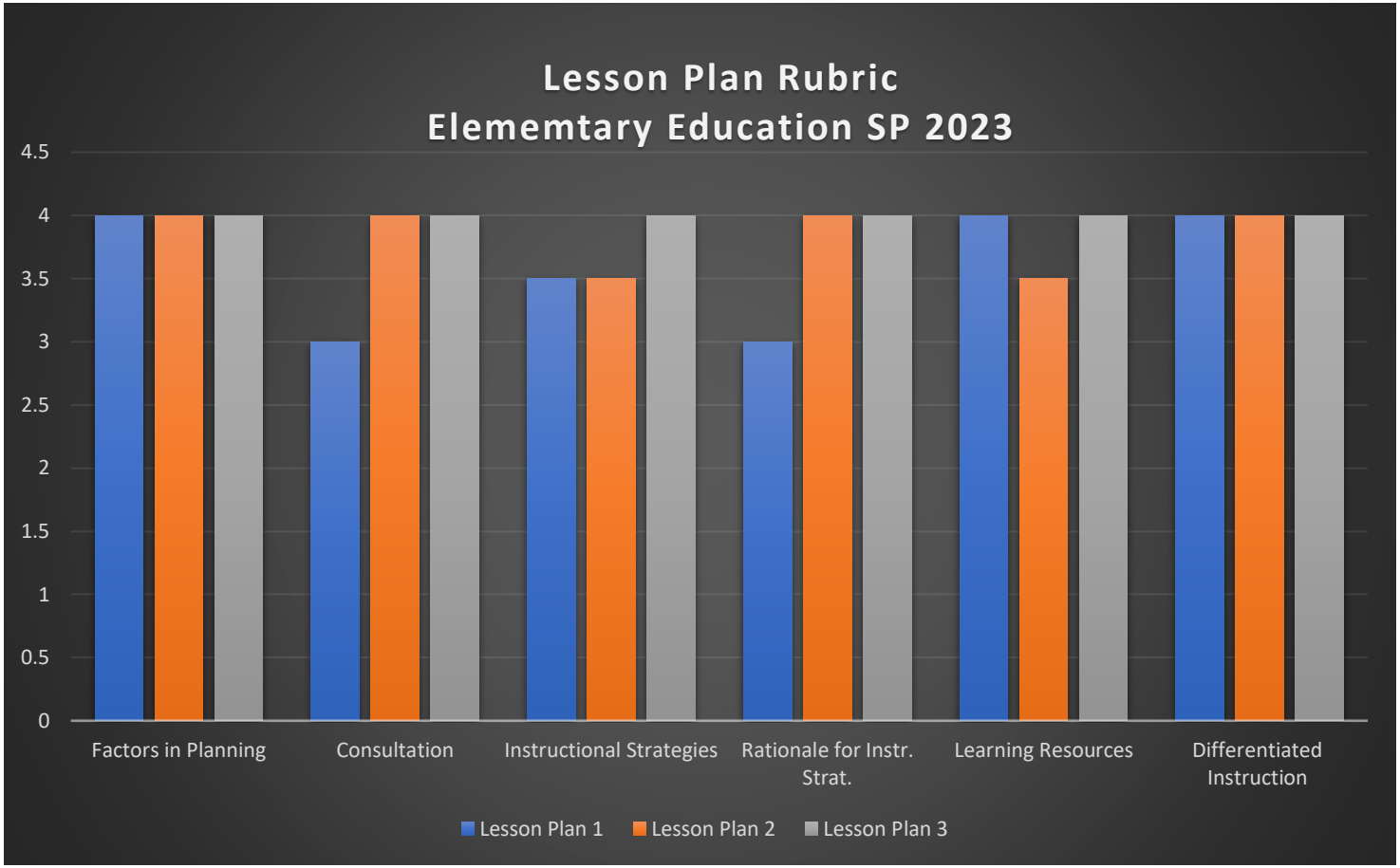
As seen in the first chart below**, Spring 2023 data reflects a mean score of 4 (Distinguished) for the Initial Attempt, 3.5 for the Midterm Attempt, and 4 (Distinguished) for the Final Attempt**. These successful scores are reflective of the variety of instructional resources, materials, and technology applications candidates are exposed to and experience in Education Program courses throughout the program.

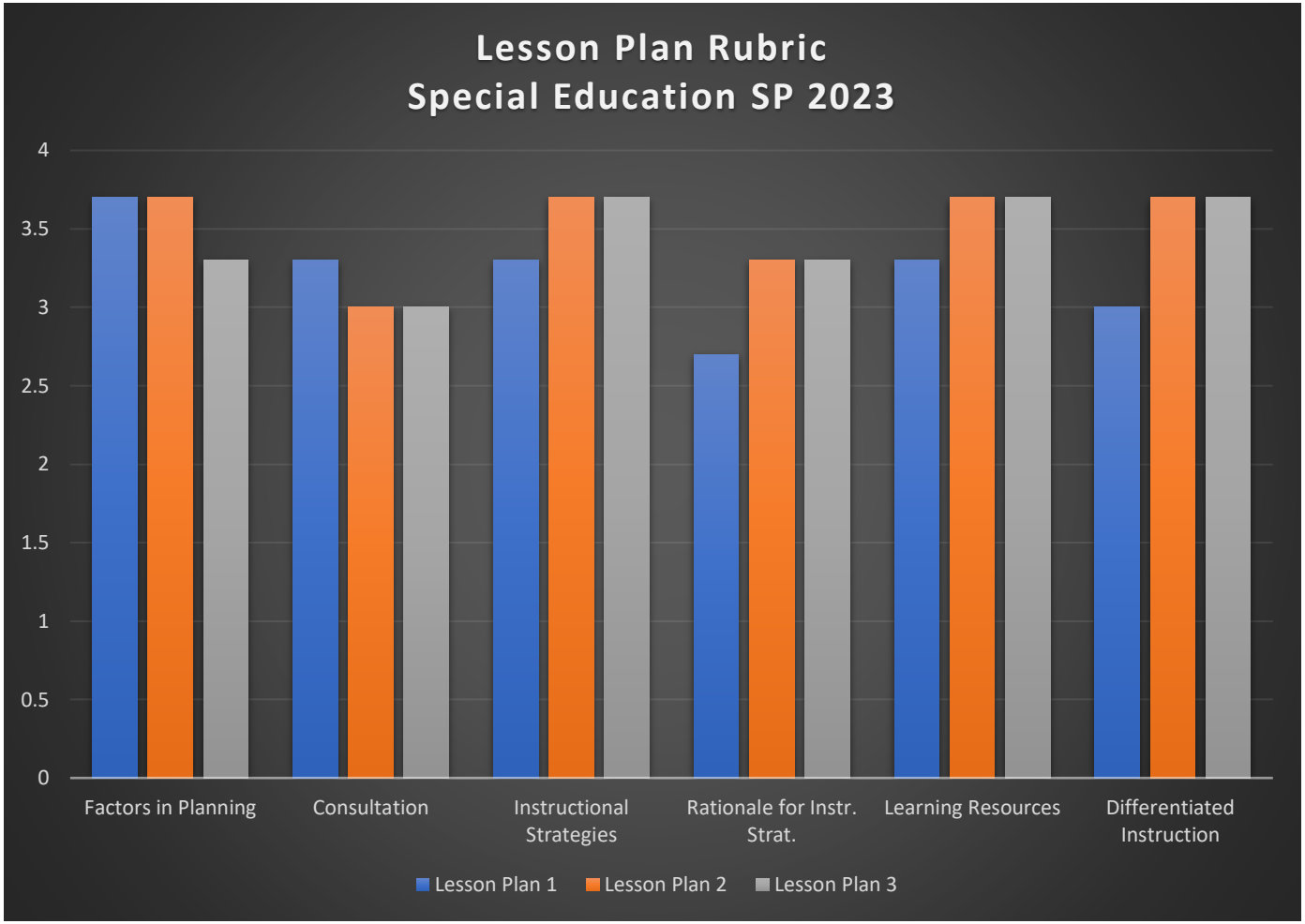
The second chart for **Secondary Special Education and Elementary/Special Education displays the following mean scores for Spring 2023: 3.3 Initial Attempt and 3.7 for Midterm and Final Attempts**. These successful scores are reflective of the variety of instructional resources, materials, and technology applications candidates are exposed to and experience in Education Program courses throughout the program.

4**.Differentiated Instruction** provides evidence for **Standard 2b by supporting candidates to *engage in culturally responsive educational practices with diverse learners and so in diverse cultural and socioeconomic community contexts*** as they describe strategies to meet diverse learning needs of any students for whom differentiated instruction (including those with IEPs) is needed.

As seen in the first chart below, **Spring 2023 data reflects a mean score of 4 (Distinguished) for Elementary Education Program** student teachers during each of the three assessments. We believe that our course and program focus on knowing and connecting with students prioritizes engagement in culturally responsive educational practices with diverse learners in diverse cultural and socioeconomic community contexts as being fundamental to teaching.

The second chart for **Secondary Special Education and Elementary/Special Education displays the following mean scores for Spring 2023: Initial attempt=3.0, Midterm Attempt=3.7, Final Attempt=3.7**. We believe that our course and program focus on knowing and connecting with students prioritizes engaging in culturally responsive educational practices with diverse learners in diverse cultural and socioeconomic community contexts as being fundamental to teaching. This along with increased practice in the immersed setting partnered with conferencing and with cooperating teachers and UC Faculty support growth.


Lesson Plan Rubric
Elememtary Education SP 2023
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Factors in Planning
Consultation
Instructional Strategies
Rationale for Instr. Strat.
Learning Resources
Differentiated Instruction
Lesson Plan 1
Lesson Plan 2
Lesson Plan 3


Lesson Plan Rubric
Special Education SP 2023
4
3.5
3
2.5
2
1.5
1
0.5
0
Factors in Planning
Consultation
Instructional Strategies
Rationale for Instr. Strat.
Learning Resources
Differentiated Instruction
Lesson Plan 1
Lesson Plan 2
Lesson Plan 3

Student Teacher Assessment Rubric (STAR) The UC STAR is based on Standards 1-5 of the West Virginia Department of Education Office of School Improvement's Evaluation Rubric for Teachers: WVDE Evaluation Rubric for Teachers. Following each lesson taught (6 lessons observed by UC Faculty over the 14-week student teaching/residency placement), candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress throughout the semester during monthly program meetings and during informal discussions. **Student teachers are required to achieve scores of Emerging (2) or higher in all areas**. NOTE P-12 Partners compete 3 STAR forms-validity and consistency check and to monitor progress.

Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years.

UC STAR Data Charts Standard 2b

UC Student Teacher Assessment Rubric (STAR)

To address Standard 2b, *engage in culturally responsive educational practices with diverse learners and so in in diverse cultural and socioeconomic community contexts,* student teachers were assessed using the UC Student Teacher Assessment Rubric. The data we share shows results of these assessments during the candidate's final evaluation. Data is disaggregated into three groups: Elementary Education, Elementary Special Education, and Secondary Special Education for the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. Those areas directly related to Standard 2b are:

Standard 1.2 The teacher candidate designs standards-driven instruction using state-approved curricula.

Standard 1.3 The teacher candidate uses a balanced assessment approach to guide student learning.

Standard 2.1 The teacher candidate understands and responds to the unique characteristics of learners.

Standard 2.2 The teacher candidate establishes and maintains a safe and appropriate learning environment.

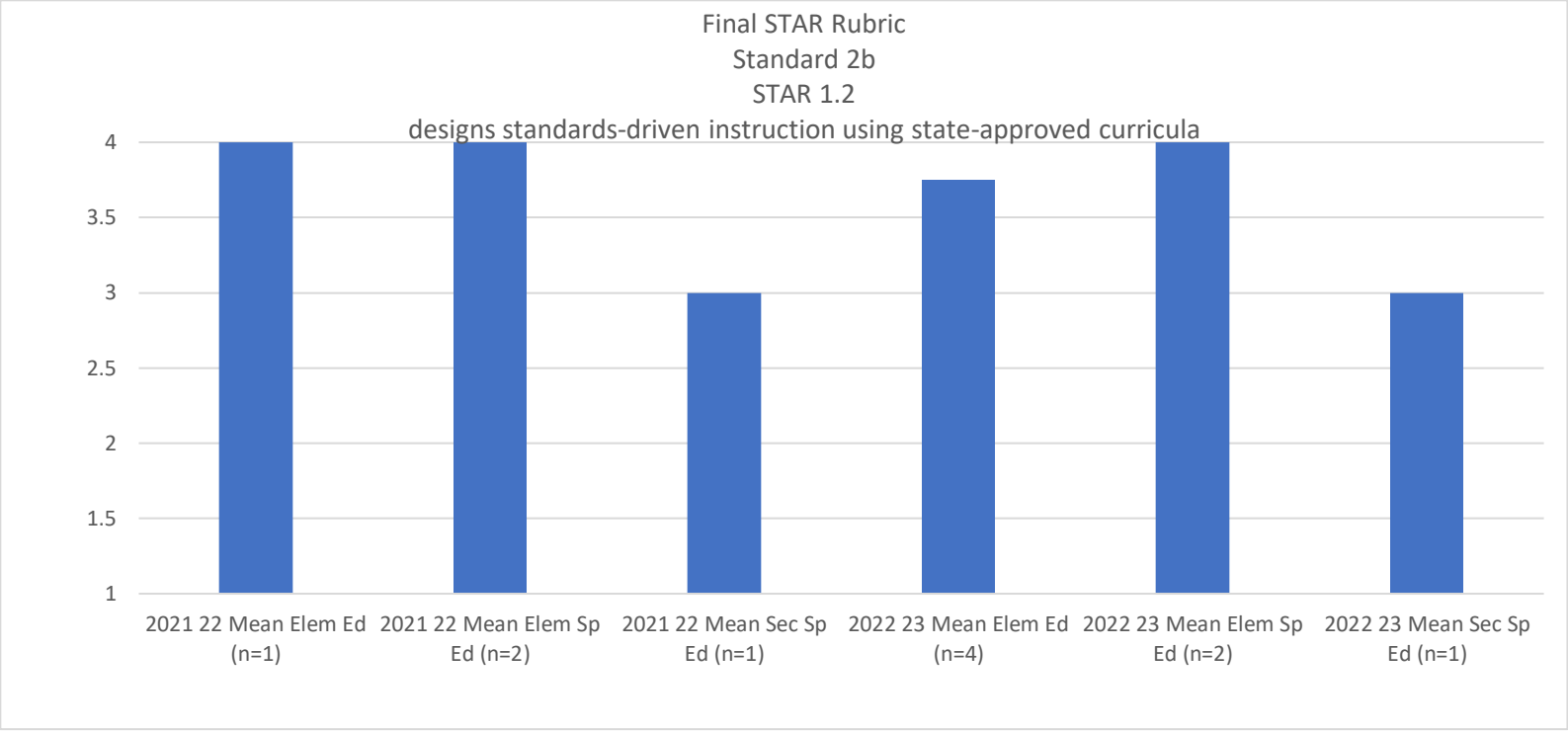
Standard 3.1 The teacher candidate utilizes a variety of research-based instructional strategies.

Standard 3.2 The teacher candidate motivates and engages students in learning, problem solving and collaboration.

These STAR standards are shown in green for 2021-2022 and black for 2022-2023.

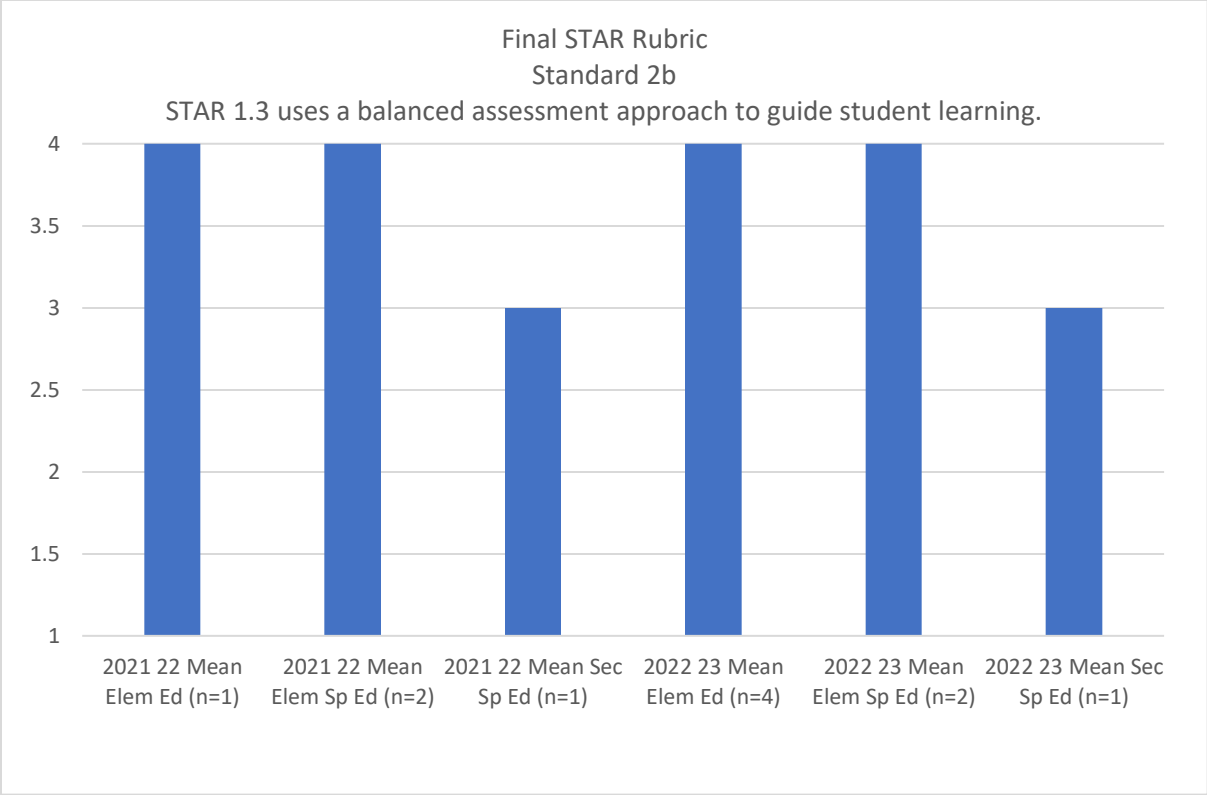
Standard 1.2 The teacher candidate designs standards-driven instruction using state-approved curricula.

The first chart shows **completers from all program and cohorts exceeding the requirement of Emerging (2)** for Standard 1.2. The Elementary Education completer for **2021-22 scored 4 (Distinguished)**; the mean for the **2021-22 Elementary Special Education completers (n=2) was 4 (Distinguished)**; the **2021-22 Secondary Special Education completer scored 3 (Accomplished)**. The mean for **2022-23 Elementary Education completers (n=4) was 3.75 (Accomplished+);** The mean for Elementary and Special Education completers (n=2) was 4 **(Distinguished)**; and the **2022-23 Secondary Special Education completer scored 3 (Accomplished)**.



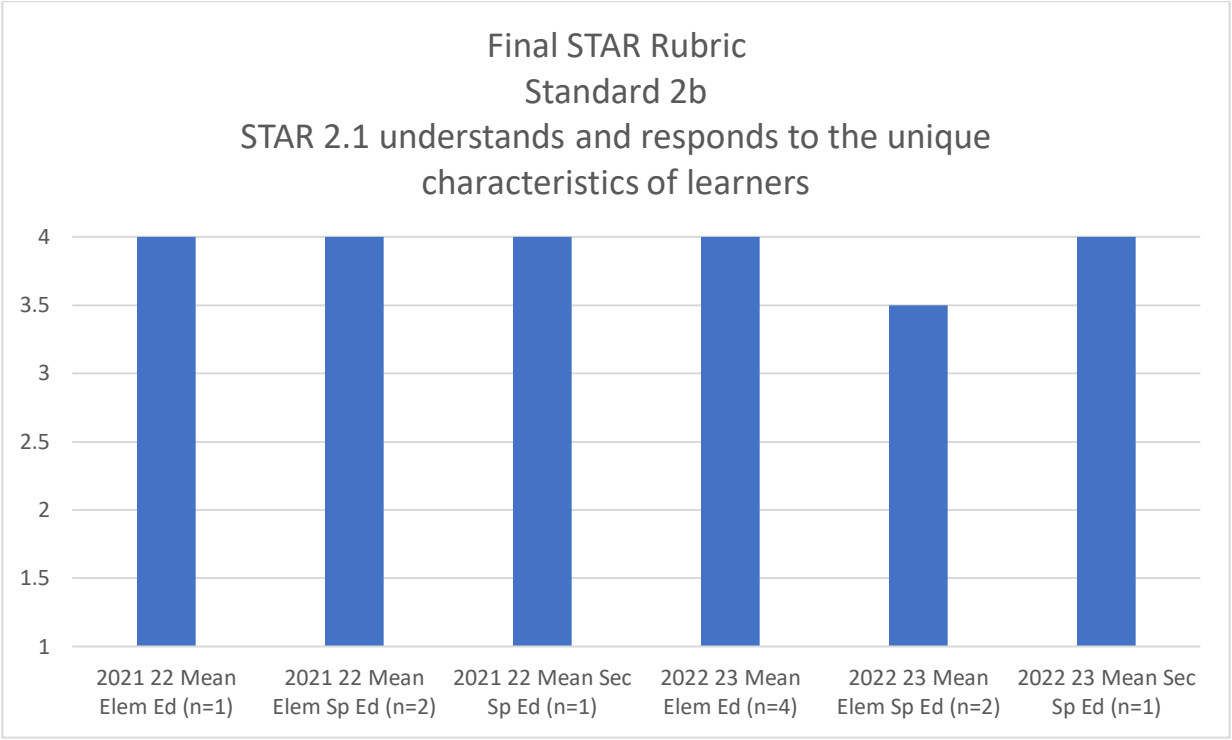
Standard 1.3 The teacher candidate uses a balanced assessment approach to guide student learning.

The next chart shows **completers from all program and cohorts exceeding the requirement of Emerging (2)** for Standard 1.3. The Elementary Education completer for **2021-22 scored 4 (Distinguished**); the mean for the **2021-22 Elementary Special Education completers (n=2) was 4 (Distinguished)**; the **2021-22 Secondary Special Education completer scored 3 (Accomplished)**. The mean for **2022-23 Elementary Education completers (n=4) was 4 (Distinguished)** The mean for Elementary and Special Education completers (n=2) was 4 **(Distinguished)**; and the **2022-23 Secondary Special Education completer scored 3 (Accomplished)**.



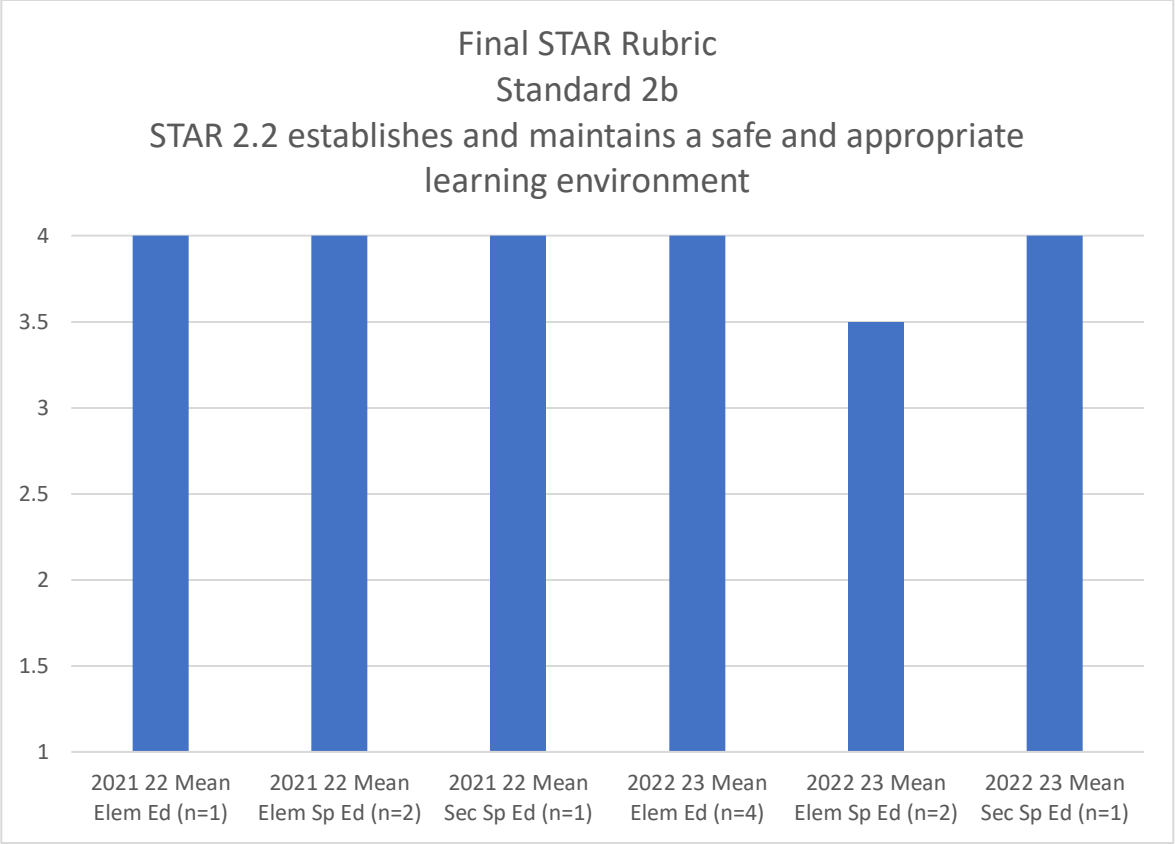
Standard 2.1: The teacher candidate understands and responds to the unique characteristics of learners.

The next chart shows **completers from all program and cohorts exceeding the requirement of Emerging (2)** for Standard 12.1. The Elementary Education completer for **2021-22 scored 4 (Distinguished**); the mean for the **2021-22 Elementary Special Education completers (n=2) was 4 (Distinguished)**; the **2021-22 Secondary Special Education completer scored 4 (Distinguished)**. The mean for **2022-23 Elementary Education completers (n=4) was 4 (Distinguished)** The mean for Elementary and Special Education completers (n=2) was 3.5 **(Accomplished)**; and the **2022-23 Secondary Special Education completer scored 4 (Distinguished)**.



Standard 2.2 The teacher candidate establishes and maintains a safe and appropriate learning environment.

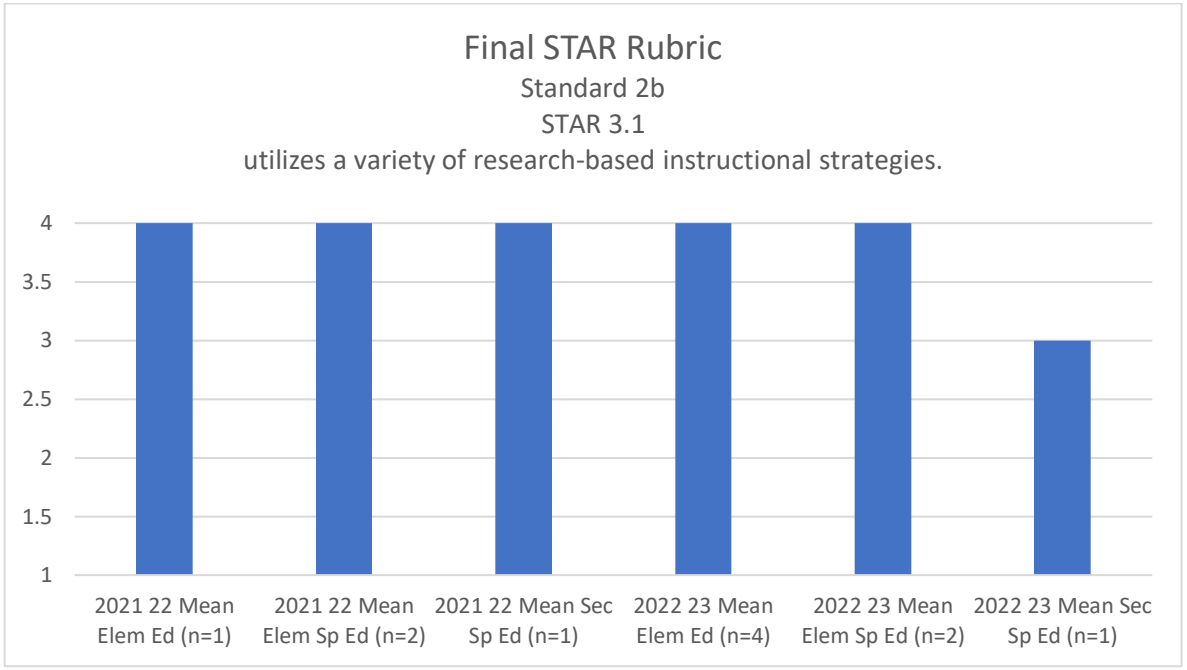
The next chart shows **completers from all program and cohorts exceeding the requirement of Emerging (2)** for Standard 12.1. The Elementary Education completer for **2021-22 scored 4 (Distinguished**); the mean for the **2021-22 Elementary Special Education completers (n=2) was 4 (Distinguished)**; the **2021-22 Secondary Special Education completer scored 4 (Distinguished)**. The mean for **2022-23 Elementary Education completers (n=4) was 4 (Distinguished)** The mean for **Elementary and Special Education completers (n=2) was 3.5 (Accomplished)**; and the **2022-23 Secondary Special Education completer scored 4 (Distinguished)**.



Standard 3.1 The teacher candidate utilizes a variety of research-based instructional strategies.

The next chart shows **completers from all program and cohorts exceeding the requirement of Emerging (2)** for Standard 12.1. The Elementary Education completer for **2021-22 scored 4 (Distinguished)**; the mean for the **2021-22 Elementary Special Education completers (n=2) was 4 (Distinguished)**; the **2021-22 Secondary Special Education completer scored 4 (Distinguished)**. The mean for **2022-23 Elementary Education completers (n=4) was 4 (Distinguished)** The **mean for Elementary and Special Education completers**

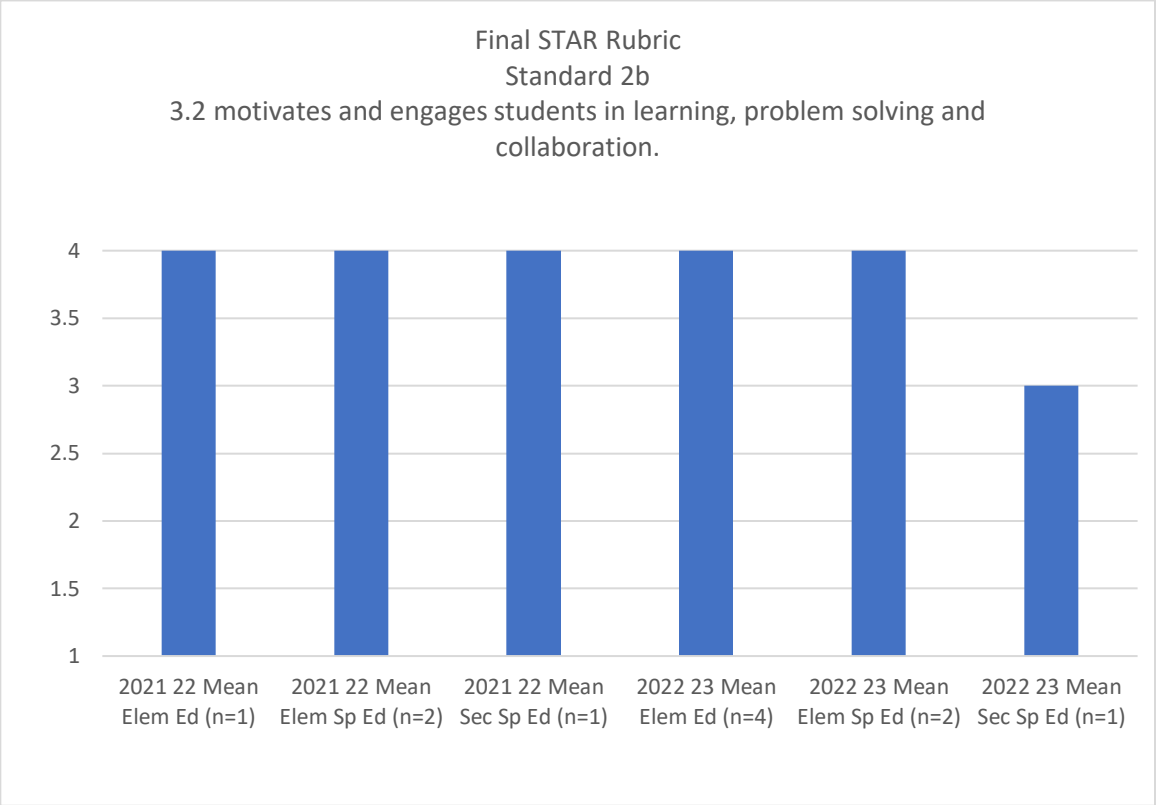
(n=2) was 4 (Distinguished); and the **2022-23 Secondary Special Education completer scored 3 (Accomplished)**.



Standard 3.2: The teacher candidate motivates and engages students in learning, problem solving, and collaboration.

The next chart shows **completers from all program and cohorts exceeding the requirement of Emerging (2)** for Standard 12.1. The Elementary Education completer for **2021-22 scored 4 (Distinguished)**; the mean for the **2021-22 Elementary Special Education completers (n=2) was 4 (Distinguished)**; the **2021-22 Secondary**

Special Education completer scored 4 (Distinguished). The mean for **2022-23 Elementary Education completers (n=4) was 4 (Distinguished)** The **mean for Elementary and Special Education completers (n=2) was 4 (Distinguished)**; and the **2022-23 Secondary Special Education completer scored 3 (Accomplished)**.



Alumni Survey- The Alumni/Completer survey is used to collect data from program completers annually. The survey is designed to elicit the perspective of recent program completers. Questions on these surveys were mapped to the AAQEP standards and are used as evidence that completers believe they have gained the content knowledge and skills necessary for professional practice. The survey is emailed directly to completers from the Program Director's email in an effort to maintain personal connection. For this aspect, the table provides the question and responses from respondents reporting completion for the academic years 2018-2023.

UC Alumni and Completer Survey

UC Alumni Survey Data Chart Standard 2b

To address Standard 2b, *engage in culturally responsive educational practices with diverse learners and so in diverse cultural and socioeconomic community contexts,* completers were asked to what degree they agreed or disagreed regarding their satisfaction about the following item they received during their time in the UC Education Program:

> Question 16. To what extent do you agree or disagree that the UC teacher preparation program gave you the basic skills to design activities that allow students to engage with subject matter from a variety of perspectives?
>
> Question 17. To what extent do you agree or disagree that the UC teacher preparation program gave you the basic skills to account for students' prior knowledge of experience in instructional planning?
>
> Question 19. To what extent do you agree or disagree that the UC teacher preparation program gave you the basic skills to regularly adjust instructional plans to meet students' needs?
>
> Question 27. To what extent do you agree or disagree that the UC teacher preparation program gave you the basic skills to effectively teach students from culturally, socio-economically, and ethnically diverse backgrounds and communities?
>
> Question 32. To what extent do you agree or disagree that the UC teacher preparation program gave you the basic skills to create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected?

Of the eight respondents to the UC Alumni Survey their programs of completion are as follows:

3 Elementary and Special Education
3 Secondary Special Education
2 Elementary Education

Additionally, these respondents reported the following years of completion:

1 response: 2018

1 response: 2019

1 response: 2021

2 responses: 2022

3 responses: 2023

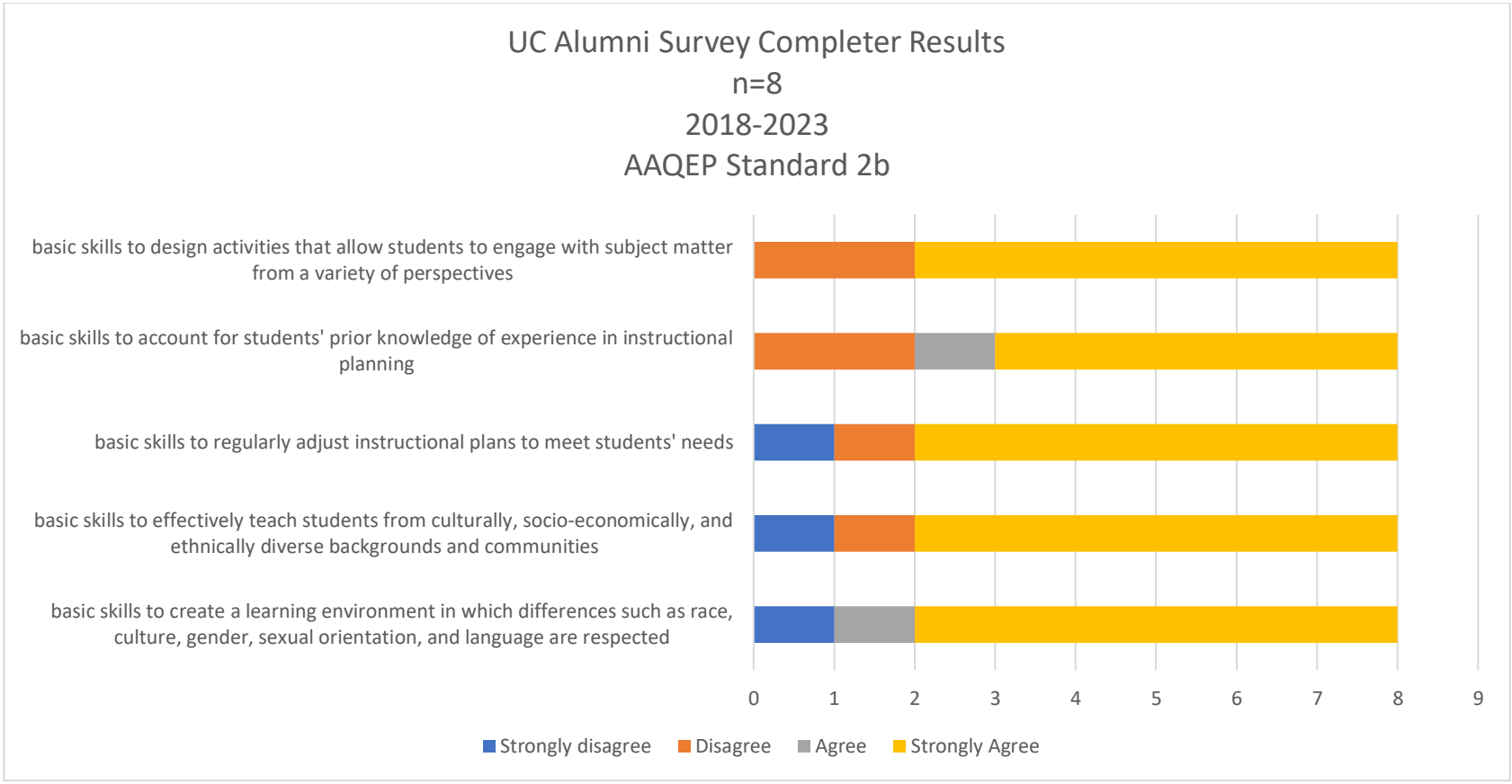
Despite a low n, data reveals a consistent picture of completer satisfaction as it relates to Standard 2b, *engaging in culturally responsive educational practices with diverse learners and so in diverse cultural and socioeconomic community contexts*. For each of the items identified to correspond with Standard 2b, a majority of respondents reported strongly agreeing that they were satisfied with their preparation.

The chart below highlights numerous areas of strength in gold (strongly agree) and gray (agree). Among these are:

- The ability to design activities that allow students to engage with subject matter from a variety of perspectives.
- The ability to account for students' prior knowledge of experience in instructional planning.
- The ability to regularly adjust instructional plans to meet students' needs.
- The ability to effectively teach students from culturally, socio-economically, and ethnically diverse backgrounds and communities.
- The ability to create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.

Education Faculty who began in Fall 2021 have focused on creating course experiences that are active and allow for a variety of interactions and perspectives. By continuing to do this and by consistently surveying our completers, we hope the empower our graduates with the ability to ensure that they have an understanding of engagement in culturally responsive educational practices with diverse learners and in diverse cultural and socioeconomic community contexts.

One final significant note: due to the nature of this survey, while it was anonymous, the year of graduation could be aligned with responses. We feel it is significant that all scores of disagree or strongly disagree came from the years 2018 and 2019, prior to the new leadership and instruction in the UC Education Programs. Responses from 2021, 2022, and 2023 all fell in the agree-strongly agree range.



Dispositions Survey Upon graduation, UC's candidates display the dispositions of effective educators through their interactions with staff, teachers, faculty, educational specialists, community stakeholders, students, and other learners. Their dispositions are assessed by cooperating teachers, cooperating mentors, program directors, faculty, and candidate self-analysis. As students' progress through benchmarks, which reflect the milestones of pre-admission to the Teacher Education Program (pre-candidacy), admission to the program (candidacy), and student teaching/residency (program completion), they are required to demonstrate an understanding of "Know, Do, Be" at increasingly sophisticated degrees.

Dispositions are introduced and initially and informally self-assessed in EDUC 100 Introduction to Education. They are next formally assessed by Education Program Faculty during EDUC 299 Theories of Learning and Teaching as part of the Panels Program Admission Process**. To be admitted to the Education Program the student must demonstrate dispositions Emerging (1) or higher**. If a student does not demonstrate such dispositions, the student may receive provisional program admission with the understanding that they have two semesters to meet the requirement. In such a situation, faculty work with the student to offer support, resources, and opportunities for growth and development such as frequent conferencing both before and after lessons to be planned or taught. Self-assessment of dispositions occurs formally during EDUC 320 Integrated Methods which follows program admission usually during junior year. Final disposition assessment occurs in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area and are assessed by the cooperating teacher.

Our data is drawn from the years 2021-2023 in the following courses: EDUC 299 (pre-candidacy), EDUC 320 (candidacy), and EDUC 422 or EDUC 497 (program completion) during the 2021-2023 academic years. Please note that Self- Assessment Dispositions were not collected for Fall 2020 due to classes being entirely online. Therefore, there are only two data points for Disposition Self-Assessment, Fall 2021 and Fall 2022.

Data is disaggregated:

Program Admission-all majors by cohort
Self-Assessment-all majors by cohort
Final disposition-by major and by cohort

To address Standard 2b, *engage in culturally responsive educational practices with diverse learners and so in diverse cultural and socioeconomic community contexts,* candidates were assessed using the UC Dispositions Survey. Areas of focus were mapped to the AAQEP standards and are used as evidence that were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. The area directly related to Standard 2b:

I. Impact-

- Demonstrates commitment to learners and the field of education
- Demonstrates the belief that all individuals can succeed
- Respects and responds to individual needs
- Provides equitable learning and development opportunities for all
- Has high expectations for all learners
- Seeks professional development opportunities

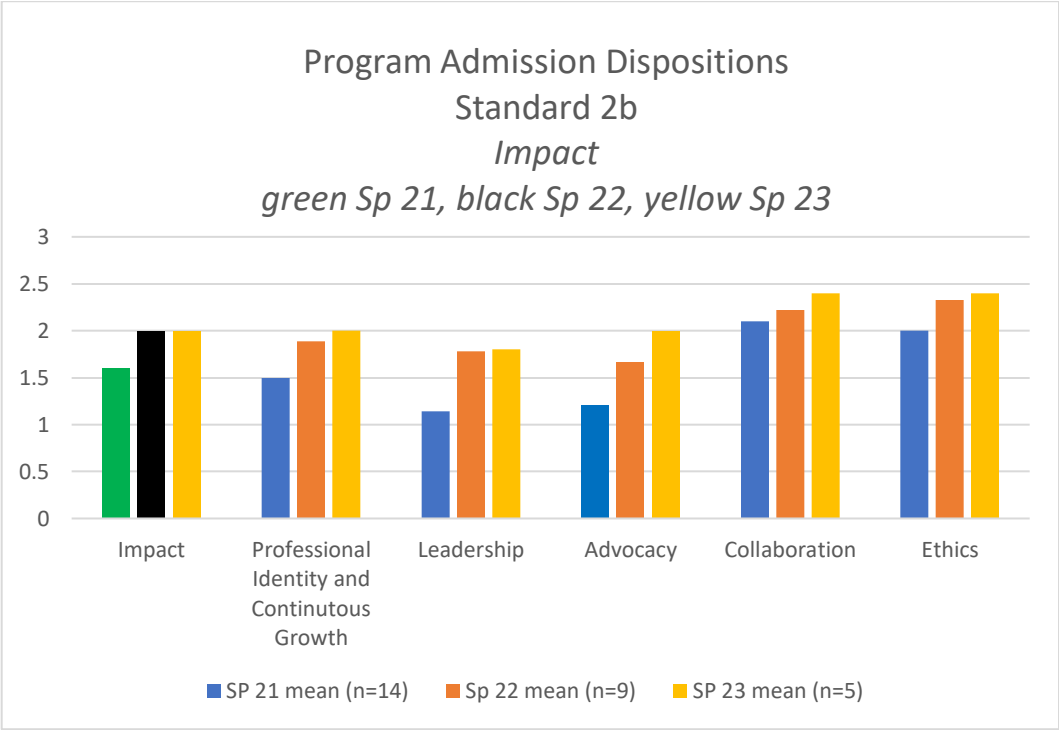
UC Dispositions Data Charts Standard 2b

UC Dispositions Rubric

To provide evidence for Standard 2b, we will focus on only item one on the UC Disposition Rubric: Impact.

Program Admission Dispositions

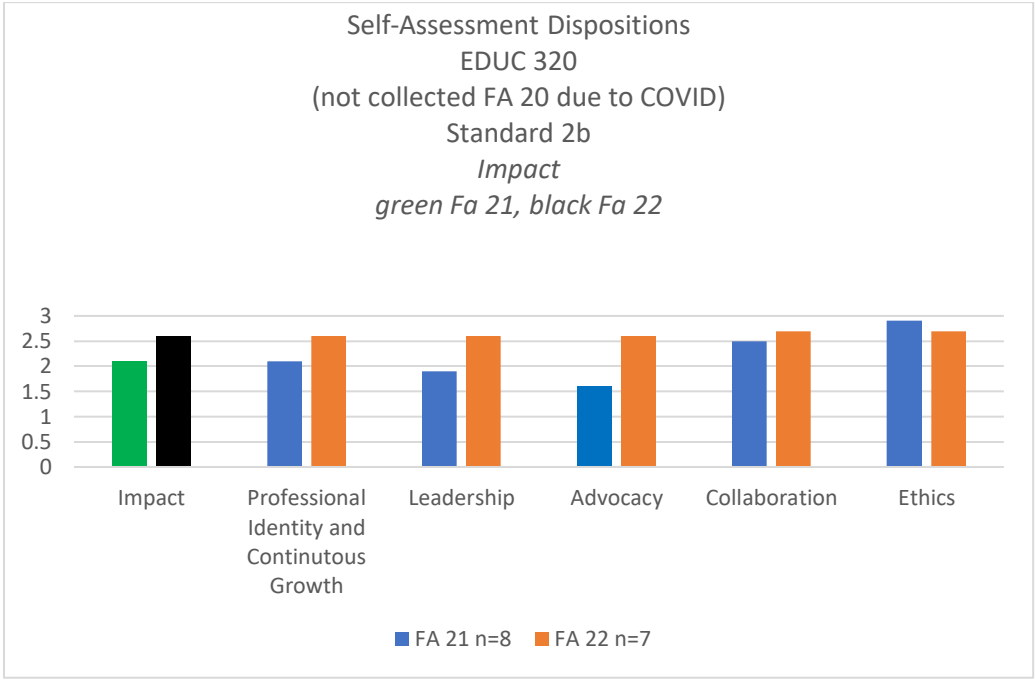
As shown on chart below, regarding "Impact", **the mean of candidates for all three data points, Spring 2021, Spring 2022, and Spring 2023, exceeded the required scores of Emerging (1**). The mean score for **Spring 2021 pre-candidates (n=14) was 1.6.** The mean score for **Spring 2022 pre-candidates (n=9) was 2 (Proficient**). The mean score for **Spring 2023 pre-candidates (n=5) was 2 (Proficient)**.



Self-Assessment Dispositions

As shown on the second chart below, regarding "Impact", **the mean of candidates for the two data points, Fall 2021 and Fall 2022, exceeded the required scores of Emerging (1**). The mean score for **Fall 2022 pre-candidates was 2.1 (Proficient).** The mean score for **Fall 2023 pre-candidates was 2.6 (Proficient+**).

Students in the Fall 2021 cohort were online for half of their sophomore year and the entirety of their junior year, thus receiving instruction for many 300-level courses online and without in-person field placements due to COVID. Students in the 2022-2023 cohort were online for half of their freshman year and their entire sophomore year and were therefore able to attend most of the 300 level courses in seat and participate in field placements in-person. These factors account for the slight discrepancy in scores.



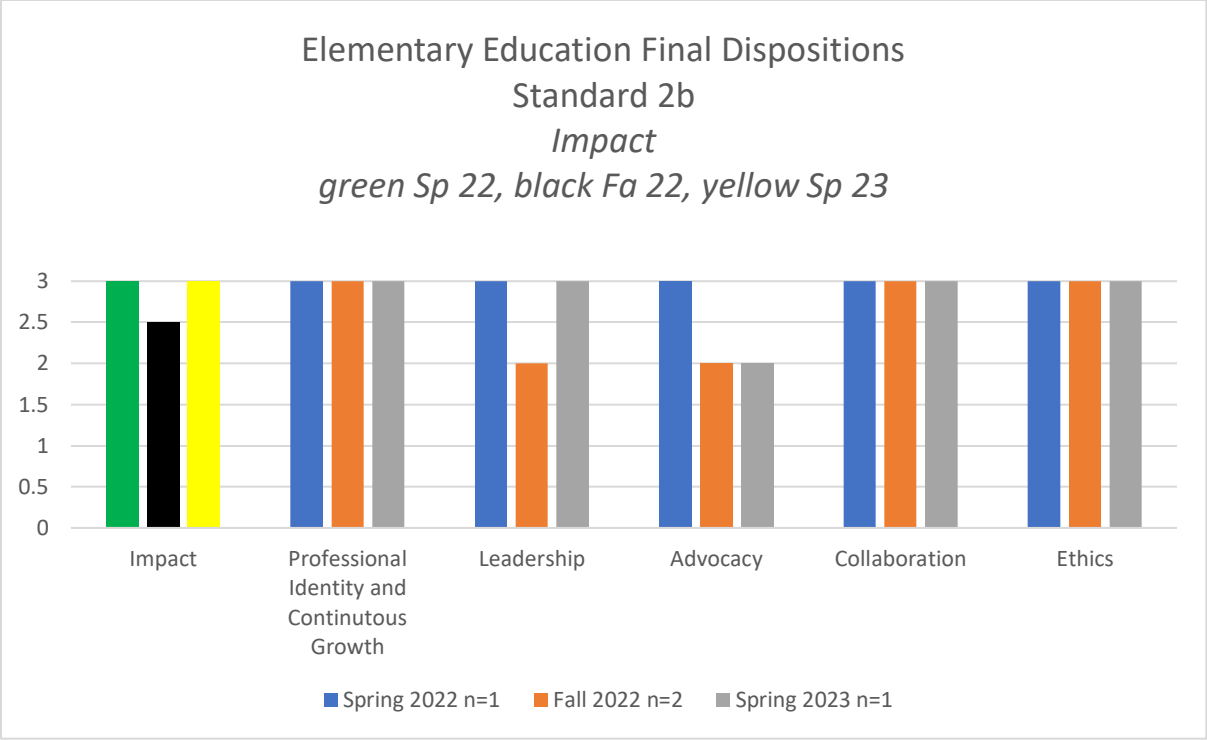
Final Dispositions

As shown on the chart below, **Elementary Education** completers for Spring 2022, Fall 2022, and Spring 2023 **all surpassed the minimum required score "Emerging" (1 point) regarding "Impact**." The **Spring 2022 graduate earned a score of 3 "Exemplary"**; The mean score for **Fall 2022 completers (n=2) was 2.5 (Proficient+)**; and **the Spring 2023 completer (n=1) earned a 3** "Exemplary."

It should be noted that:

-There were no Elementary Education completers for Fall 2021.

-Spring 2023 should have an n=2 as with other tools, but the disposition for that individual student was not submitted.

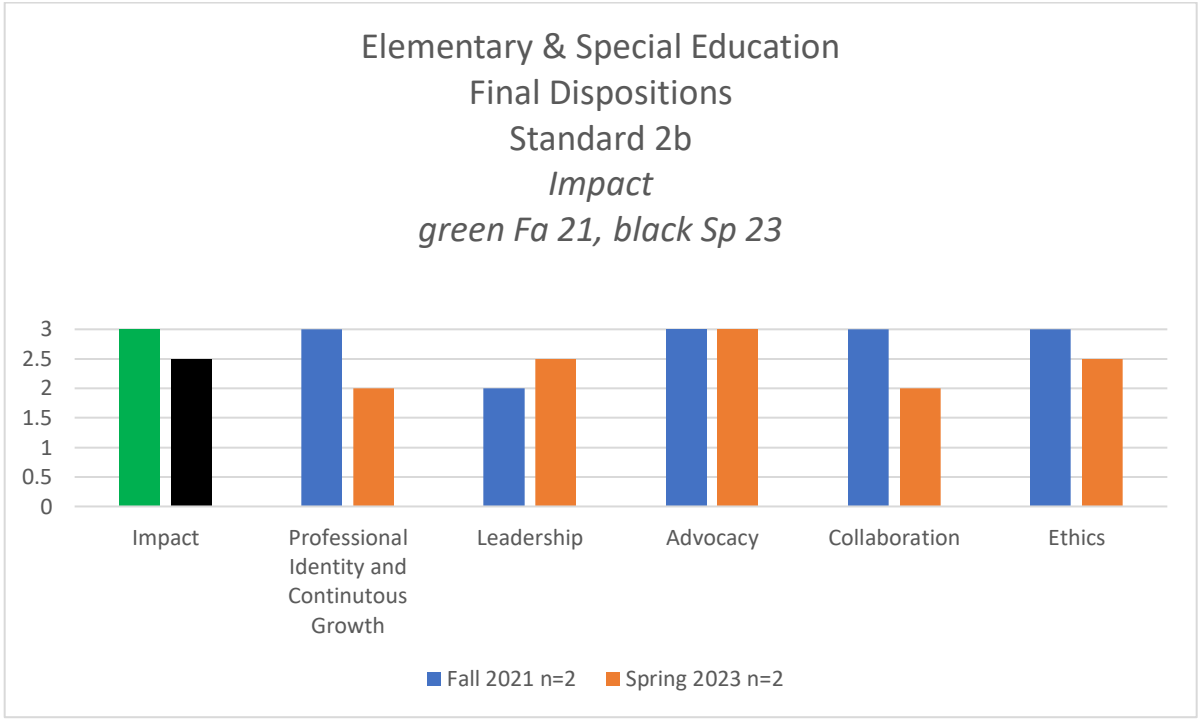

Elementary Education Final Dispositions
Standard 2b
Impact
green Sp 22, black Fa 22, yellow Sp 23
3
2.5
2
1.5
1
0.5
0
Impact
Professional Identity and Continutous Growth
Leadership
Advocacy
Collaboration
Ethics
Spring 2022 n=1
Fall 2022 n=2
Spring 2023 n=1

As shown on the chart below, **Elementary and Special Education** completers for Fall 2021 and Spring 2023 **all surpassed the minimum required score "Emerging" (1 point) regarding "Impact**." The **Fall 2021 mean score (n=2) was a 3 "Exemplary."**

It should be noted that:

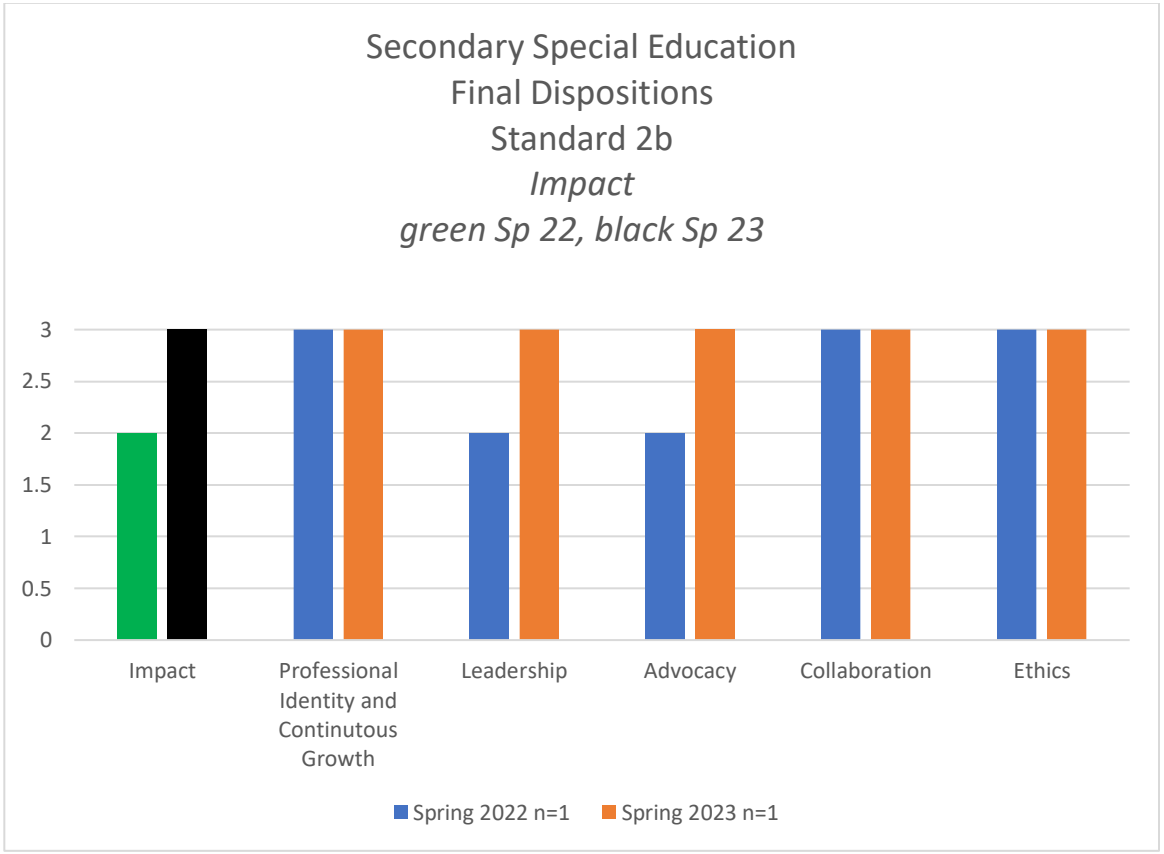
-There were no Elementary and Special Education completers for Spring 2022.

Regarding "Advocacy", **Elementary and Special Education** completers for Fall 2021 and Spring 2023 **all surpassed the minimum required score "Emerging" (1 point).** The **Fall 2021 and Spring 2023 mean scores (n=2) were 3 "Exemplary."**



As shown on the chart below, **Secondary Special Education** completers for Spring 2022 and Spring 2023 **both surpassed the minimum required score "Emerging" (1 point) regarding "Impact**." The Spring 2022 completer scores 2 (Proficient) and the Spring 2023 completer scores 3 "Exemplary". There were no Secondary Special Education completers for Fall 2021 or Fall 2022.

Regarding "Advocacy", **Secondary Special Education** completers for Spring 2022 and Spring 2023 **both surpassed the minimum required score "Emerging" (1 point) regarding, each scoring the maximum of 3, Exemplary.** There were no Secondary Special Education completers for Fall 2021 or Fall 2022.



Teacher Candidate Assessment Rubric (TCAR) The UC TCAR reflects Standards 1-3 of the UC STAR Rubric which, as reported above, is based on the West Virginia Department of Education Office of School Improvement's Evaluation Rubric for Teachers: WVDE Evaluation Rubric for Teachers. Students are initially introduced to the TCAR during EDUC 100 Introduction to Education where the rubric is reviewed and discussed and where students are able to complete a TCAR for a teacher they are observing during their required field placement hours for the course. Depending on the level of the course (generally 1 TCAR observation for 200 level courses and 2 TCAR observations for 300 level courses) following each lesson taught, pre candidates and candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress throughout the semester during monthly program meetings and during informal discussions. **Faculty support candidates to work toward achieving the required scores for graduation of Emerging(2) throughout their coursework.**

UC TCAR Areas of Focus

- Standard 1 Curriculum and Planning
- Standard 2 The Learner and the Learning Environment
- Standard 3 Teaching

Our data is drawn from the following 300 level course from the academic years 2021-2023:

- EDUC 320 Integrated Methods (taken by all Education majors)
- EDUC 360 High Incidence Disabilities (taken by all Special Education majors)
- EDUC 372 and 374 Fundamentals of Reading Instruction (taken by Elementary Education majors 1-2 semesters before student teaching)
- EDUC 378 Elementary Methods (taken by Elementary Education majors 1 semester before student teaching or with student teaching as of Fall 2024 with change to the Residency Model).

UC TCAR

UC TCAR Data Charts Standard 2b

To address Standard 2b, *engage in culturally responsive educational practices with diverse learners and so in in diverse cultural and socioeconomic community contexts,* student teachers were assessed using the UC Student Teacher Assessment Rubric. The data we share shows results of these assessments during the candidate's final evaluation. Data is disaggregated into three groups: Elementary Education, Elementary Special Education, and Secondary Special Education for the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. Those areas directly related to Standard 2b are:

Standard 1.2 The teacher candidate designs standards-driven instruction using state-approved curricula.

Standard 1.3 The teacher candidate uses a balanced assessment approach to guide student learning.

Standard 2.1 The teacher candidate understands and responds to the unique characteristics of learners.

Standard 2.2 The teacher candidate establishes and maintains a safe and appropriate learning environment.

Standard 3.1 The teacher candidate utilizes a variety of research-based instructional strategies.

Standard 3.2 The teacher candidate motivates and engages students in learning, problem solving and collaboration.

Data explanation:

- TCAR results reflect scores collected Fall 2022-Spring 2023 due to faculty and leadership transition in 2021-2022. Students completed TCAR throughout that time as well, but collection procedures and expectations were fully established and consistent by Fall 2022.

- All mean scores for the courses presented below **exceed the minimum of Emerging (2 points)** which is required for graduation.

- Data from EDUC 320 Integrated Methods (taken by all Education majors during junior year) is the mean scores of the two TCARs completed during the course.
    - The mean score for **Standard 1.2,** design standards-driven instruction using state-approved curricula**, for Fall 2022 was 2.75 (Emerging +)**
    - The mean score for **Standard 1.3**, use a balanced assessment approach to guide student learning, **for Fall 2022 was 2.8 (Emerging +)**
    - **The mean score for Standard 2.1**, understands and responds to the unique characteristics of learners, **for Fall 2022 was 2.8 (Emerging +).**
    - The mean score **for Standard 2.2,** establishes and maintains a safe and appropriate learning environment, for **Fall 2022 was 3 (Accomplished)**
    - **The mean score for Standard 3.1,** motivates and engages students in learning, problem solving and collaboration, for **Fall 2022 was 2.8 (Emerging+)**

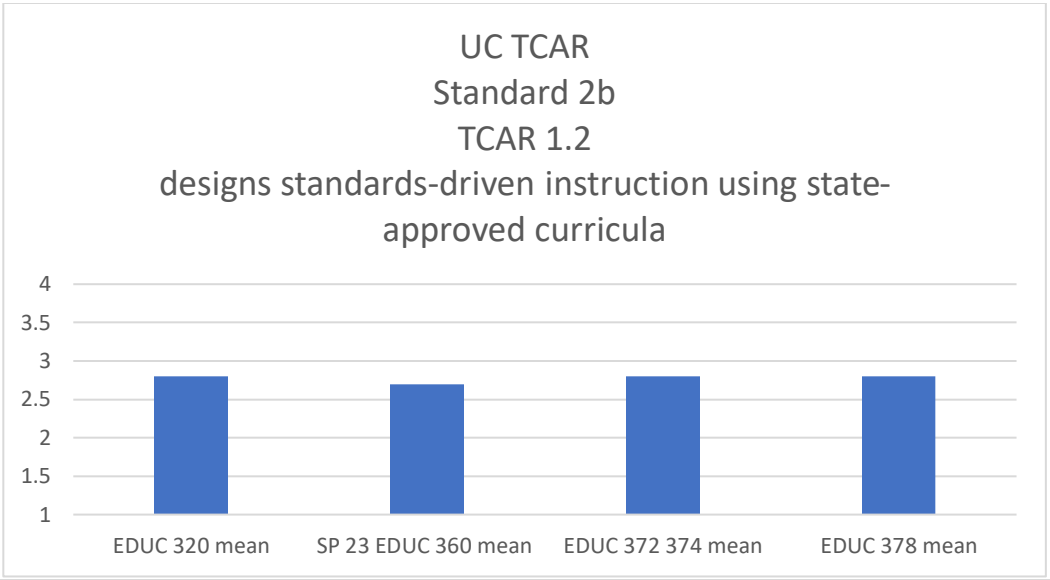
- The mean of scores for **Standard 3.2**, motivates and engages students in learning, problem solving, and collaboration, **for Fall 2022 was 2.6 (Emerging +)**.
- The upper Emerging level is where we encourage candidates to aim for in their junior year so they can focus on further growth into the Accomplished area the following semester.

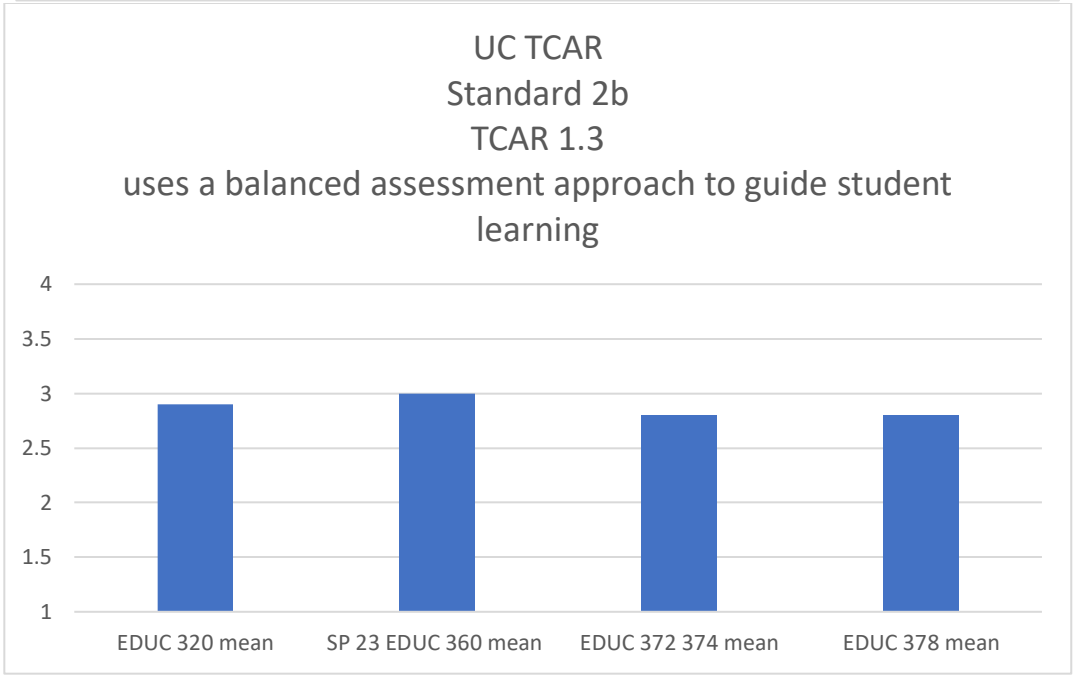
- Data from EDUC 360 High Incidence Disabilities (taken by all Special Education majors junior or senior year) is a mean of the scores of the one TCAR completed for the course.
  - The mean score for **Standard 1.2,** design standards-driven instruction using state-approved curricula**, for Fall 2022 was 2.7 (Emerging +)**
  - The mean score for **Standard 1.3**, use a balanced assessment approach to guide student learning, **for Fall 2022 was 3 (Accomplished).**
  - The mean of scores for Standard 2.1, understands and responds to the unique characteristics of learners, **for Spring 2023 was 3 (Accomplished)**
  - The mean score **for Standard 2.2,** establishes and maintains a safe and appropriate learning environment, for **Fall 2022 was 3 (Accomplished)**
  - **The mean score for Standard 3.1,** motivates and engages students in learning, problem solving and collaboration, for **Fall 2022 was 3 (Accomplished)**
  - The mean of scores for Standard 3.2, motivates and engages students in learning, problem solving, and collaboration, **for Spring 2023 was 3 (Accomplished)**
  - These Accomplished means show the growth during the end of junior year and the beginning of senior year for which we aim as a faculty.

- Data from EDUC 372 Fundamentals of Reading Instruction (taken by Elementary Education majors 1-2 semesters before student teaching) is the mean scores of the two TCARs completed during the course.
  - The mean score for **Standard 1.2,** design standards-driven instruction using state-approved curricula**, for Fall 2022 was 2.8 (Emerging +)**
  - The mean score for **Standard 1.3**, use a balanced assessment approach to guide student learning, **for Fall 2022 was 2.8 (Emerging +).**
  - The mean of scores for Standard 2.1, understands and responds to the unique characteristics of learners, **for Spring 2023 was 2.8 (Emerging +).**
  - The mean score **for Standard 2.2,** establishes and maintains a safe and appropriate learning environment, for **Fall 2022 was 2.8 (Emerging +)**

- **The mean score for Standard 3.1,** motivates and engages students in learning, problem solving and collaboration, for **Fall 2022 was 3.2 (Accomplished)**
- The mean of scores for Standard 3.2, motivates and engages students in learning, problem solving, and collaboration, **for Spring 2023 was 3.2 (Accomplished)**.
- While both standards show the growth needed for candidates 1-2 semesters before student teaching, Standard 2.1 is slightly lower than ideal due to the nature of the Fundamentals of Reading Course Clinical field placement (EDUC 374). Candidates are required to use the reading lesson plans and curriculum prescribed by the county in their lessons which meets need but leaves a little less room for responding to individual needs due to the scripted nature of the curriculum.

- Data from EDUC 378 Elementary Methods (taken by Elementary Education majors 1 semester before student teaching or during residency as of Fall 2024 with change to the Residency Model) is the mean scores of the two TCARs completed during the course.
  - The mean score for **Standard 1.2,** design standards-driven instruction using state-approved curricula**, for Fall 2022 was 2.8 (Emerging +)**
  - The mean score for **Standard 1.3**, use a balanced assessment approach to guide student learning, **for Fall 2022 was 2.8 (Emerging +).**
  - The mean of scores for Standard 2.1, understands and responds to the unique characteristics of learners, **for Fall 2022 was 2.95 (Emerging +).**
  - The mean score **for Standard 2.2,** establishes and maintains a safe and appropriate learning environment, for **Fall 2022 was 2.95 (Emerging +)**
  - **The mean score for Standard 3.1,** motivates and engages students in learning, problem solving and collaboration, for **Fall 2022 was 3 (Accomplished)**
  - The mean of scores for Standard 3.2, motivates and engages students in learning, problem solving, and collaboration, **for Fall 2022 was 2.8 (Emerging +)**.


UC TCAR
Standard 2b
TCAR 1.2
designs standards-driven instruction using state-approved curricula
4
3.5
3
2.5
2
1.5
1
EDUC 320 mean
SP 23 EDUC 360 mean
EDUC 372 374 mean
EDUC 378 mean


UC TCAR
Standard 2b
TCAR 1.3
uses a balanced assessment approach to guide student learning
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3.5
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2
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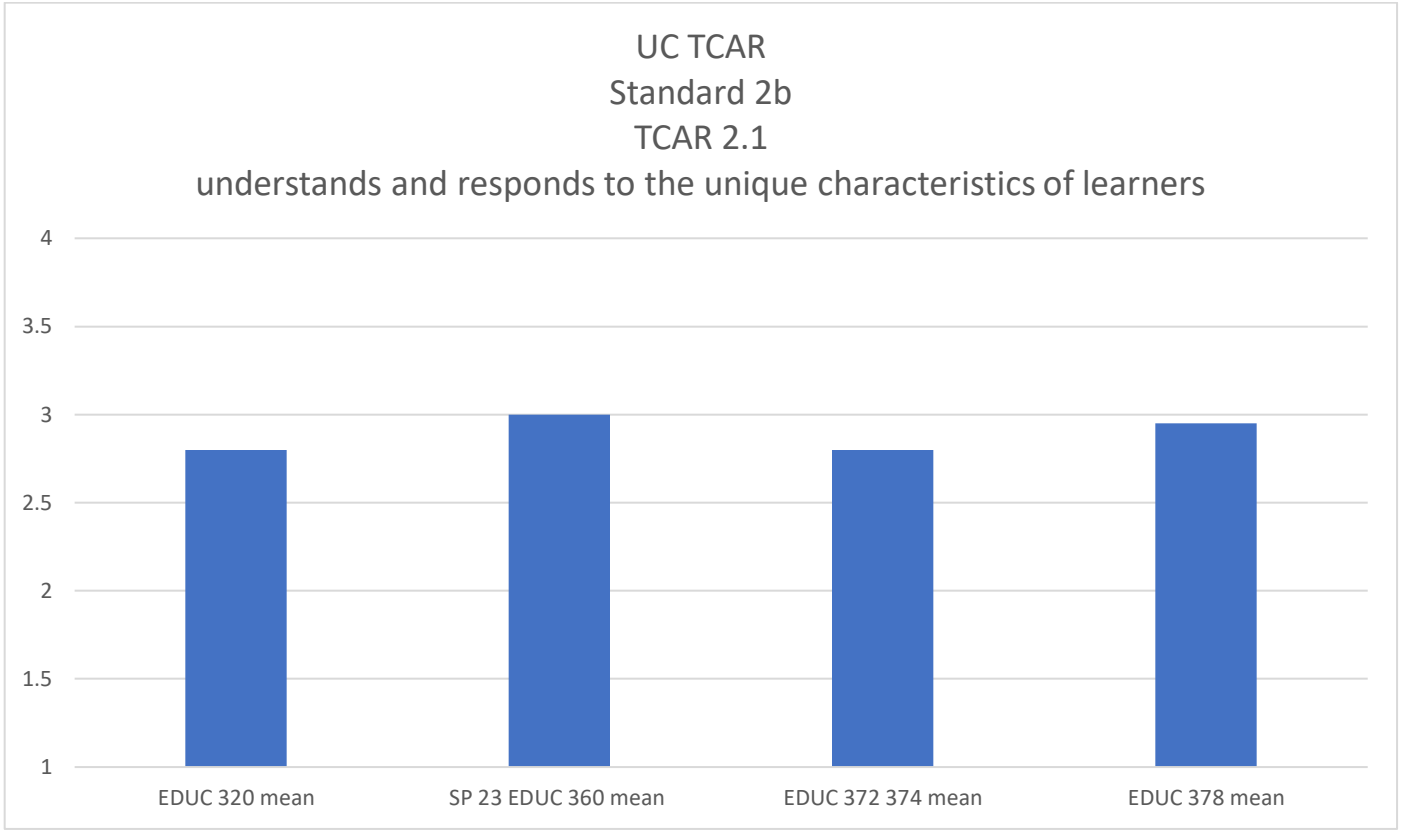
EDUC 320 mean
SP 23 EDUC 360 mean
EDUC 372 374 mean
EDUC 378 mean


UC TCAR
Standard 2b
TCAR 2.1
understands and responds to the unique characteristics of learners
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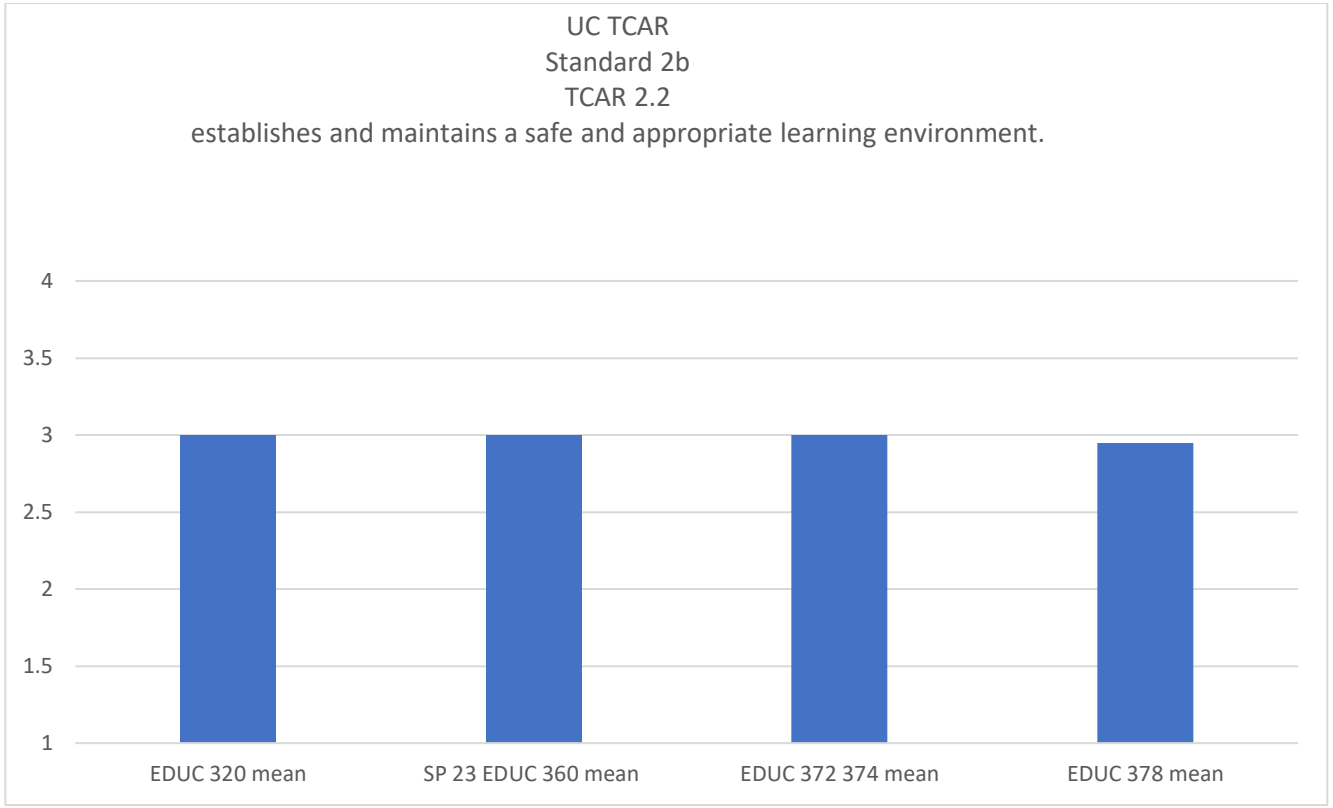
EDUC 320 mean
SP 23 EDUC 360 mean
EDUC 372 374 mean
EDUC 378 mean


UC TCAR
Standard 2b
TCAR 2.2
establishes and maintains a safe and appropriate learning environment.
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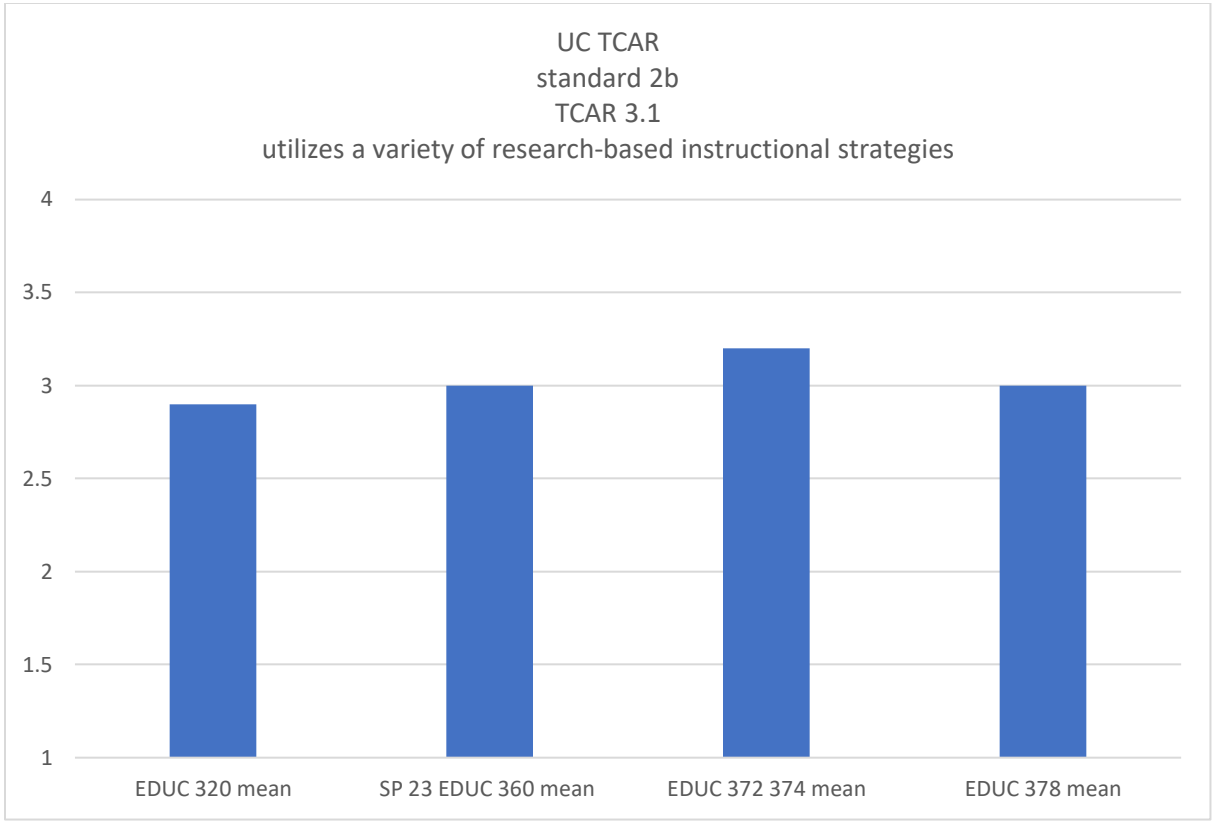
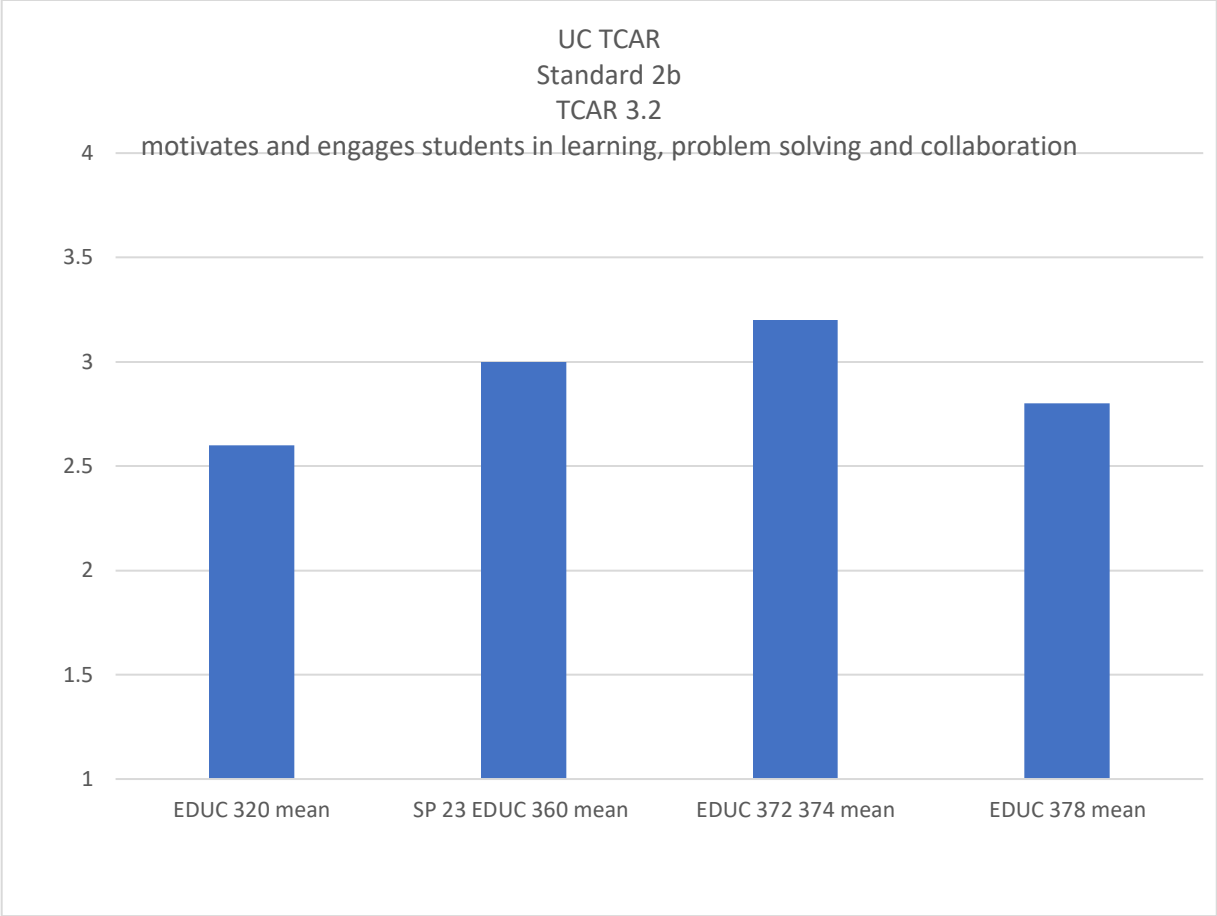
3.5
3
2.5
2
1.5
1
EDUC 320 mean
SP 23 EDUC 360 mean
EDUC 372 374 mean
EDUC 378 mean


UC TCAR
standard 2b
TCAR 3.1
utilizes a variety of research-based instructional strategies
4
3.5
3
2.5
2
1.5
1
EDUC 320 mean
SP 23 EDUC 360 mean
EDUC 372 374 mean
EDUC 378 mean



West Virginia Teacher Performance Assessment (WVTPA) The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all UC candidates during the culminating student teaching/residency 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); 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 record and analyze teaching episodes. After teaching the unit, candidates 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 trained UC Education Program Faculty. The four-point rating scale on each rubric reflects the same descriptors used for beginning teachers 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 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. Candidate performance on the TPA is used to provide evidence for program completion. Candidates include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that taught. Each of these are a required part of the TPA. If one or more sections are omitted, the candidate is required to remediate and re-do the TPA.

To address Standard 2b, *understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers,* student teachers were assessed using the WVTPA. The data we share shows results of these assessments during the candidate's final evaluation. Data is not disaggregated in this section and all three programs, Elementary Education, Elementary Special Education, and Secondary Special Education and accounted for in the charts below for both the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. The areas directly related to Standard 2b are:

1C Implications of Individual Student Factors

4A Factors In Planning

4D Rationale for Instructional Strategies

4E Learning Resources

4F Differentiated Instruction

5B Classroom Behavior and Management

5E Student Engagement

These WVTPA standards are shown in green for 2021-2022 and black for 2022-2023.

Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years.

UC WVTPA Data Charts Standard 2b

West Virginia Teacher Performance Assessment (WVTPA)

For all of the applicable sections of WVTPA Standards 1C, 4A, 4D, 4E, 4F, 5B and 5E, completers from both cohorts **exceeded the required score of Emerging (2 points).**

For 1C Implications of Individual Student Factors the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was 3.7.**

4A Factors In Planning the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was 3.6.**

4D Rationale for Instructional Strategies the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was 3.43.**

4E Learning Resources the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was 3.7.**

4F Differentiated Instruction, the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was 3.7.**

5B Classroom Behavior and Management the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was 4**

5E, Student Engagement, the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was 4.**

WVTPA results for the standards pertaining to Standard 2a were consistent across both cohorts.

2c. Create productive learning environments and use strategies to develop productive learning environments in diverse contexts.

Across the University of Charleston's Education Program, we consistently provide candidates with knowledge and skills related to creating productive learning environments and using strategies to develop productive learning environments in diverse contexts. This is evidenced by results from multiple sources and multiple perspectives, including: Lesson Plan Rubric (faculty perspective); , Student Teacher Assessment Rubric (STAR) data (faculty/P12 partners),Alumni surveys (completer perspective), Dispositions data (candidate/faculty/P12 Partner), Teacher Candidate Assessment Rubric (TCAR) data (faculty/P12 partners) West Virginia Teacher Performance Assessment (WVTPA). The evidence is presented here:

Lesson Plan Rubric The UC Lesson Plan Rubric was updated in Spring 2022 to reflect the established Design for Instruction Rubric found in the WVTPA. The new rubric was implemented in Fall 2022 and we began gathering data in Spring 2023. This change was made to allow students to have consistent experiences with lesson plan expectations and concepts throughout their time in the UC Education Program, thus always working toward growth and mastery related to all requirements of the UC Lesson Plan Rubric and therefore the WVTPA Design for Instruction Rubric. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals Earned scores are: Distinguished (4 points), Accomplished (3 points), Emerging (2 points), and Unsatisfactory (1 point). **Candidates must score Emerging (2) or above in all categories to successfully complete Student Teaching.**

Following each lesson taught (6 lessons observed by UC Faculty over the 14-week student teacher/residency placement), candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each

semester. Faculty members also discuss candidate progress related to lesson planning throughout the semester during monthly program meetings and during informal discussions.

UC Lesson Plan Rubric Data Charts Standard 2c

UC Lesson Plan Rubric

To address Standard 2c, *create productive learning environments and use strategies to develop productive learning environments in diverse contexts,* student teachers were assessed using the UC Lesson Plan Rubric. The data we share shows results of these assessment at three points in time: initial assessment, midterm assessment, and final assessment. Data is disaggregated into two groups: Elementary Education (2 completers) and Special Education (3 completers). In this case we have combined the Elementary Education/Special Education (2 completers) and Secondary Special Education (1 completer) due to a low n. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. The area directly related to Standard 2c is:

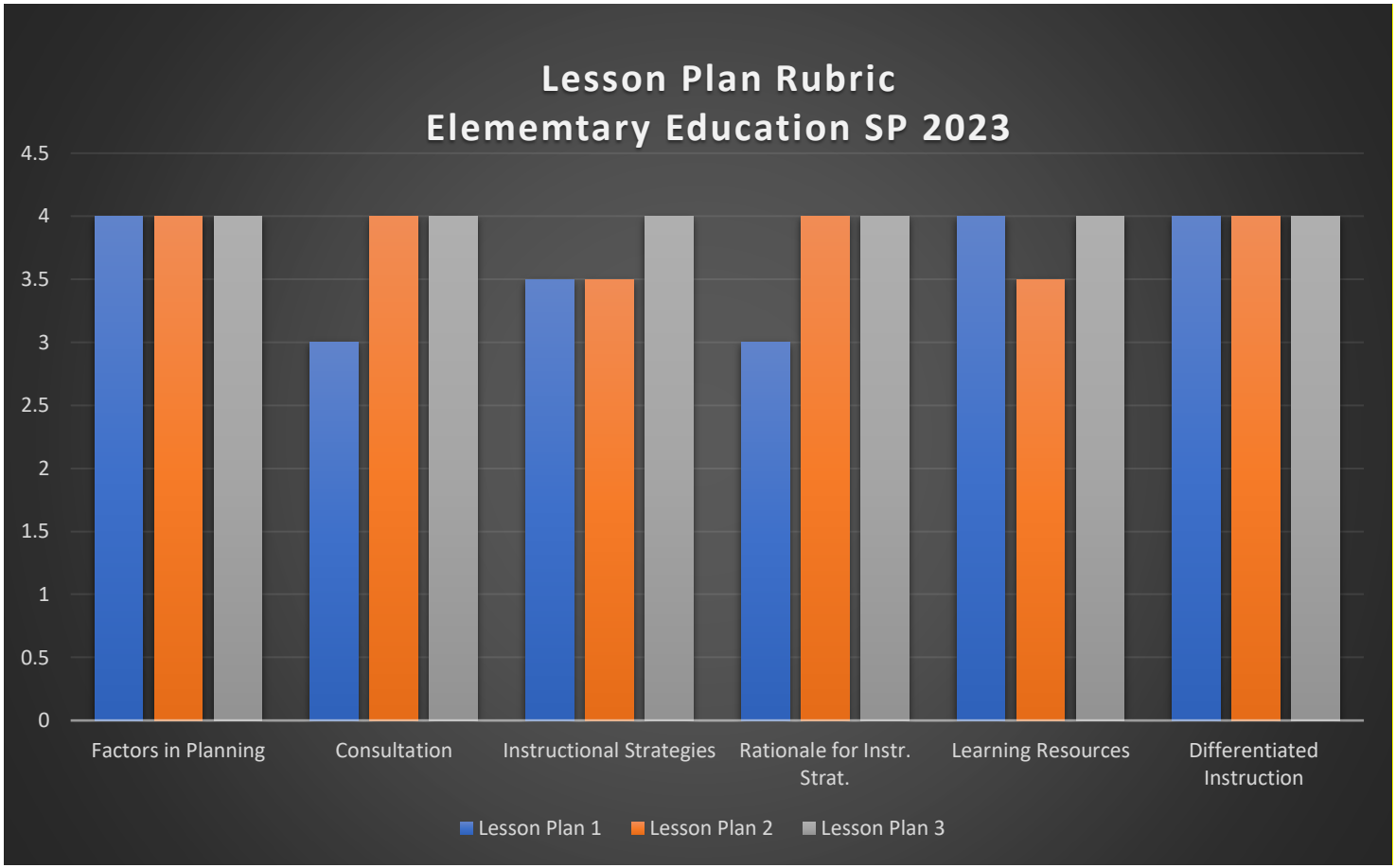
Differentiated Instruction

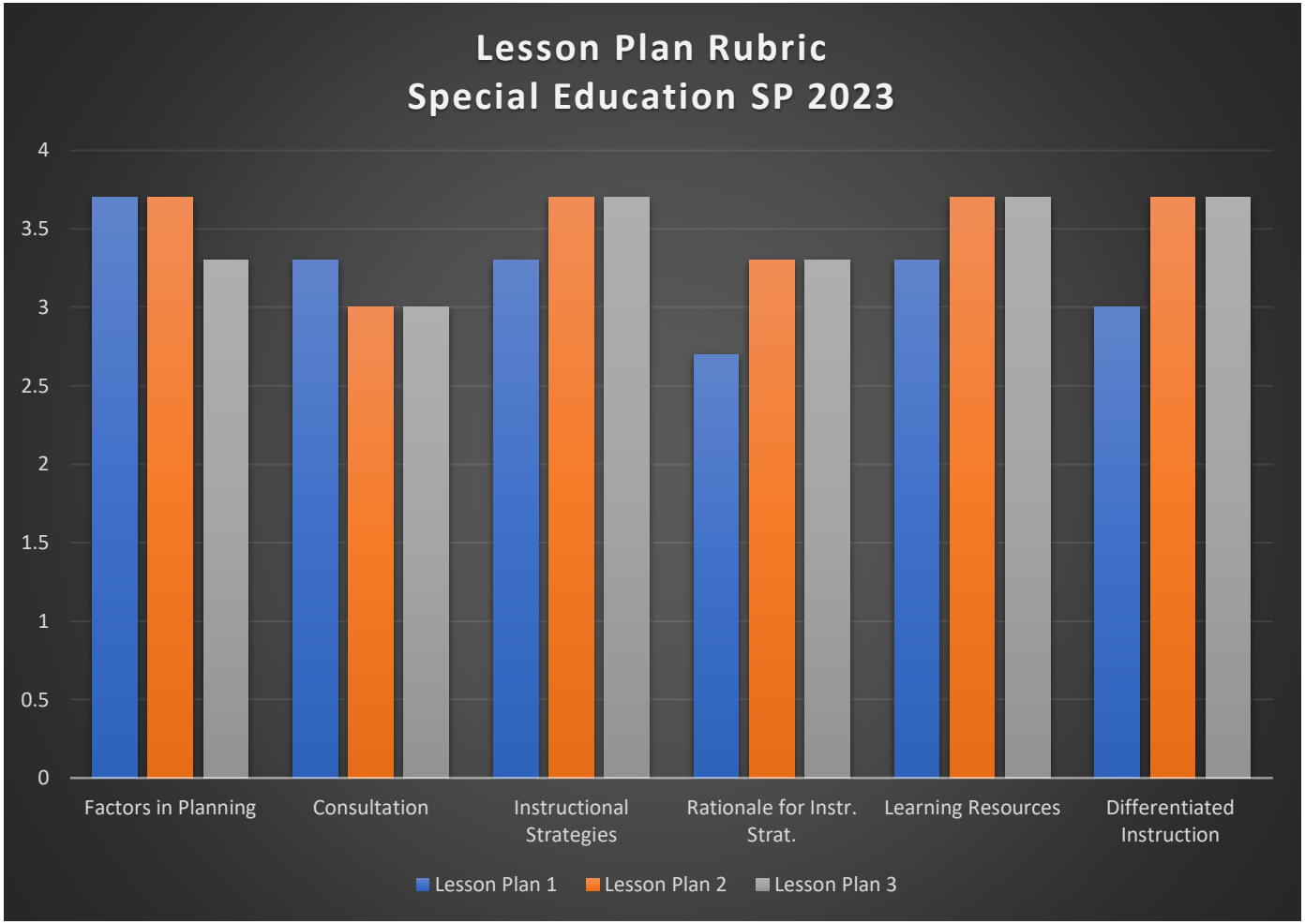
Differentiated Instruction provides evidence for **Standard 2c by supporting candidates to** *create productive learning environments and use strategies to develop productive learning environments in diverse contexts* as they describe strategies to meet diverse learning needs of any students for whom differentiated instruction (including those with IEPs) is needed.

As seen in the first chart below, **Spring 2023 data reflects a mean score of 4 (Distinguished) for Elementary Education Program** student teachers during each of the three assessments. We believe that our course and program focus on knowing and connecting with students prioritizes *creating productive learning environments and using strategies to develop productive learning environments in diverse contexts* as being fundamental to teaching.

The second chart for **Secondary Special Education and Elementary/Special Education displays the following mean scores for Spring 2023: Initial attempt=3.0, Midterm Attempt=3.7, Final Attempt=3.7**. We believe that our course and program focus on knowing and connecting with students prioritizes creating productive learning environments and using strategies to develop productive learning environments in diverse contexts as being fundamental

to teaching. This along with increased practice in the immersed setting partnered with conferencing and with cooperating teachers and UC Faculty support growth.




Lesson Plan Rubric
Special Education SP 2023
4
3.5
3
2.5
2
1.5
1
0.5
0
Factors in Planning
Consultation
Instructional Strategies
Rationale for Instr. Strat.
Learning Resources
Differentiated Instruction
Lesson Plan 1
Lesson Plan 2
Lesson Plan 3

Student Teacher Assessment Rubric (STAR) The UC STAR is based on Standards 1-5 of the West Virginia Department of Education Office of School Improvement's Evaluation Rubric for Teachers: WVDE Evaluation Rubric for Teachers. Following each lesson taught (6 lessons observed by UC Faculty over the 14-week student teaching/residency placement), candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress throughout the semester during monthly program meetings and during informal discussions. **Student teachers are required to achieve scores of Emerging (2) or higher in all areas**. NOTE P-12 Partners compete 3 STAR forms-validity and consistency check and to monitor progress.

Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years.

UC STAR Data Charts Standard 2c

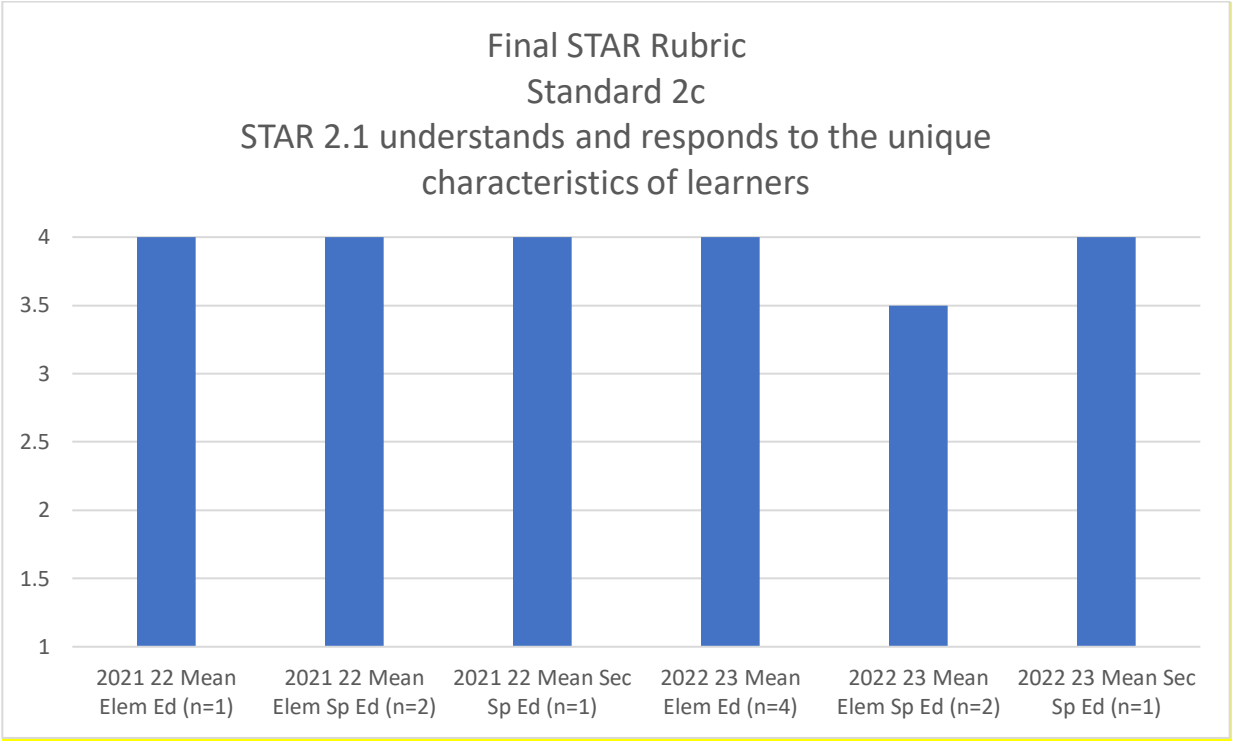
UC Student Teacher Assessment Rubric (STAR)

To address Standard 2c, *create productive learning environments and use strategies to develop productive learning environments in diverse contexts,* student teachers were assessed using the UC Student Teacher Assessment Rubric. The data we share shows results of these assessments during the candidate's final evaluation. Data is disaggregated into three groups: Elementary Education, Elementary Special Education, and Secondary Special Education for the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. Those areas directly related to Standard 2c are:

Standard 2.1 The teacher candidate understands and responds to the unique characteristics of learners.
Standard 2.2 The teacher candidate establishes and maintains a safe and appropriate learning environment.
Standard 3.1 The teacher candidate utilizes a variety of research-based instructional strategies.
Standard 3.2 The teacher candidate motivates and engages students in learning, problem solving and collaboration.
Standard 3.3 The teacher candidate adjusts instruction based on a variety of assessments and student responses.

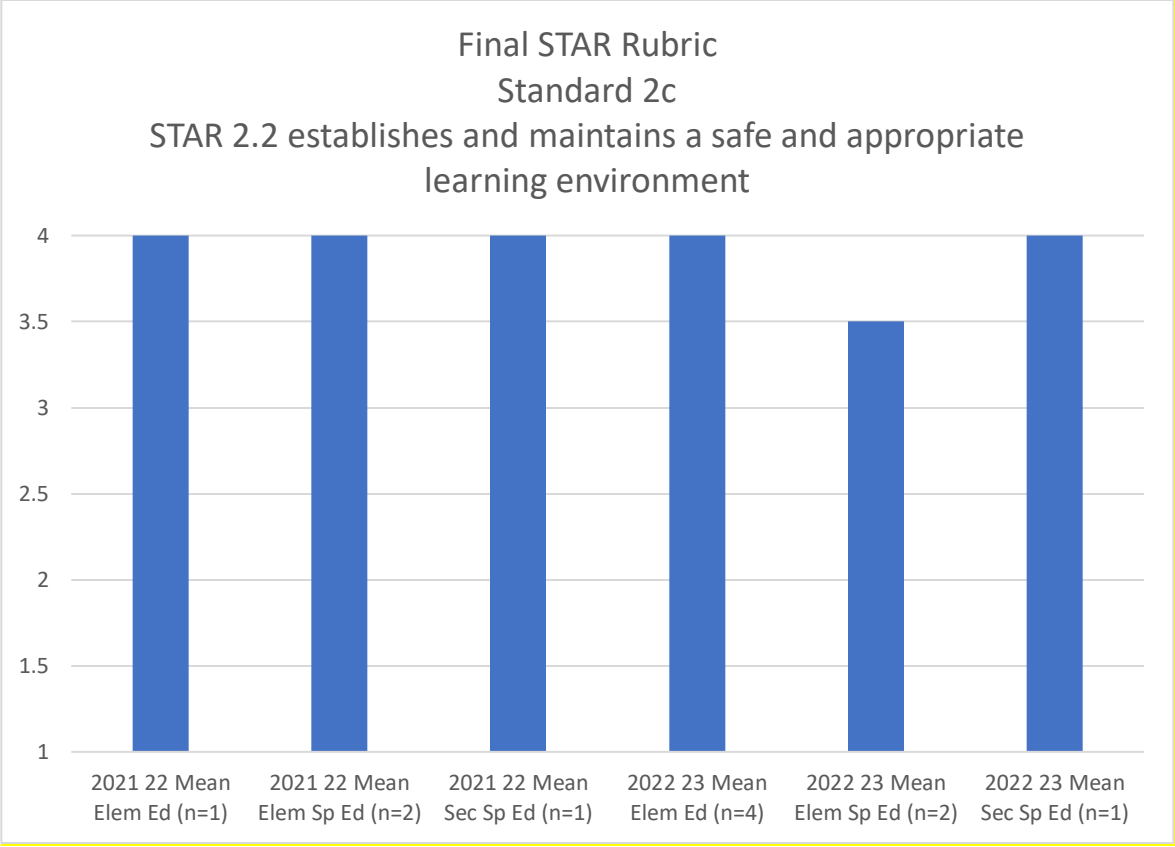
Standard 2.1: The teacher candidate understands and responds to the unique characteristics of learners.

The next chart shows **completers from all program and cohorts exceeding the requirement of Emerging (2)** for Standard 12.1. The Elementary Education completer for **2021-22 scored 4 (Distinguished)**; the mean for the **2021-22 Elementary Special Education completers (n=2) was 4 (Distinguished)**; the **2021-22 Secondary Special Education completer scored 4 (Distinguished)**. The mean for **2022-23 Elementary Education completers (n=4) was 4 (Distinguished)** The mean for Elementary and Special Education completers (n=2) was 3.5 **(Accomplished)**; and the **2022-23 Secondary Special Education completer scored 4 (Distinguished)**.



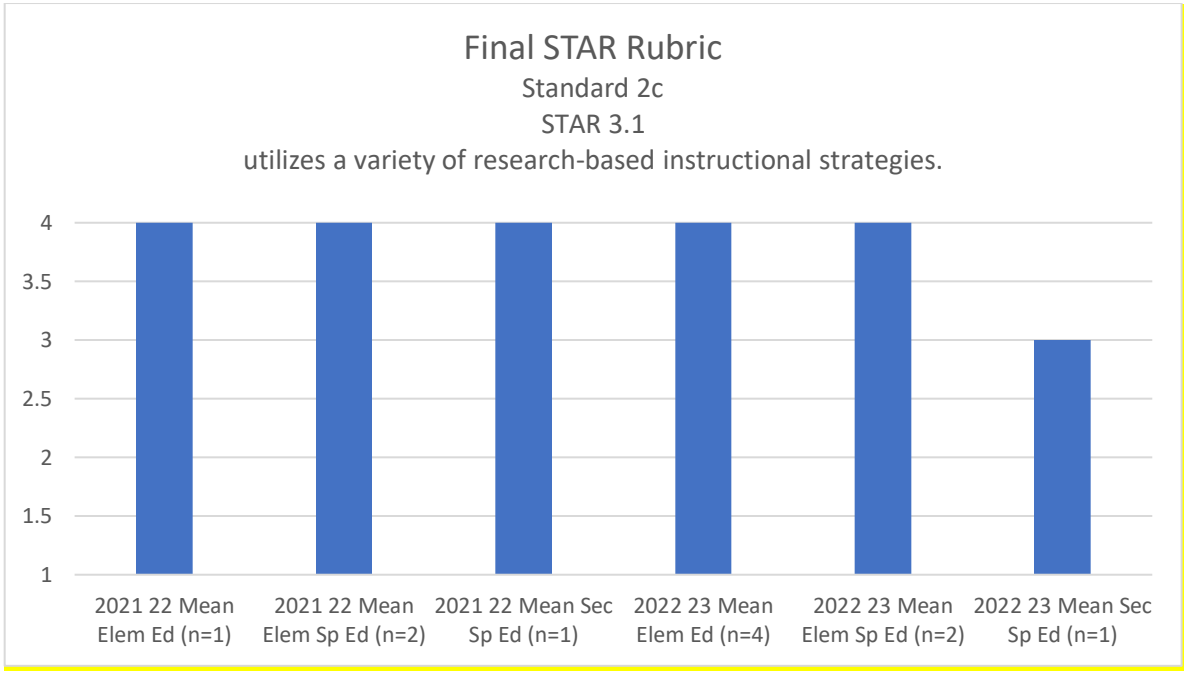
Standard 2.2 The teacher candidate establishes and maintains a safe and appropriate learning environment.

The next chart shows **completers from all program and cohorts exceeding the requirement of Emerging (2)** for Standard 12.1. The Elementary Education completer for **2021-22 scored 4 (Distinguished)**; the mean for the **2021-22 Elementary Special Education completers (n=2) was 4 (Distinguished)**; the **2021-22 Secondary Special Education completer scored 4 (Distinguished)**. The mean for **2022-23 Elementary Education completers (n=4) was 4 (Distinguished)** The mean for **Elementary and Special Education completers (n=2) was 3.5 (Accomplished)**; and the **2022-23 Secondary Special Education completer scored 4 (Distinguished)**.



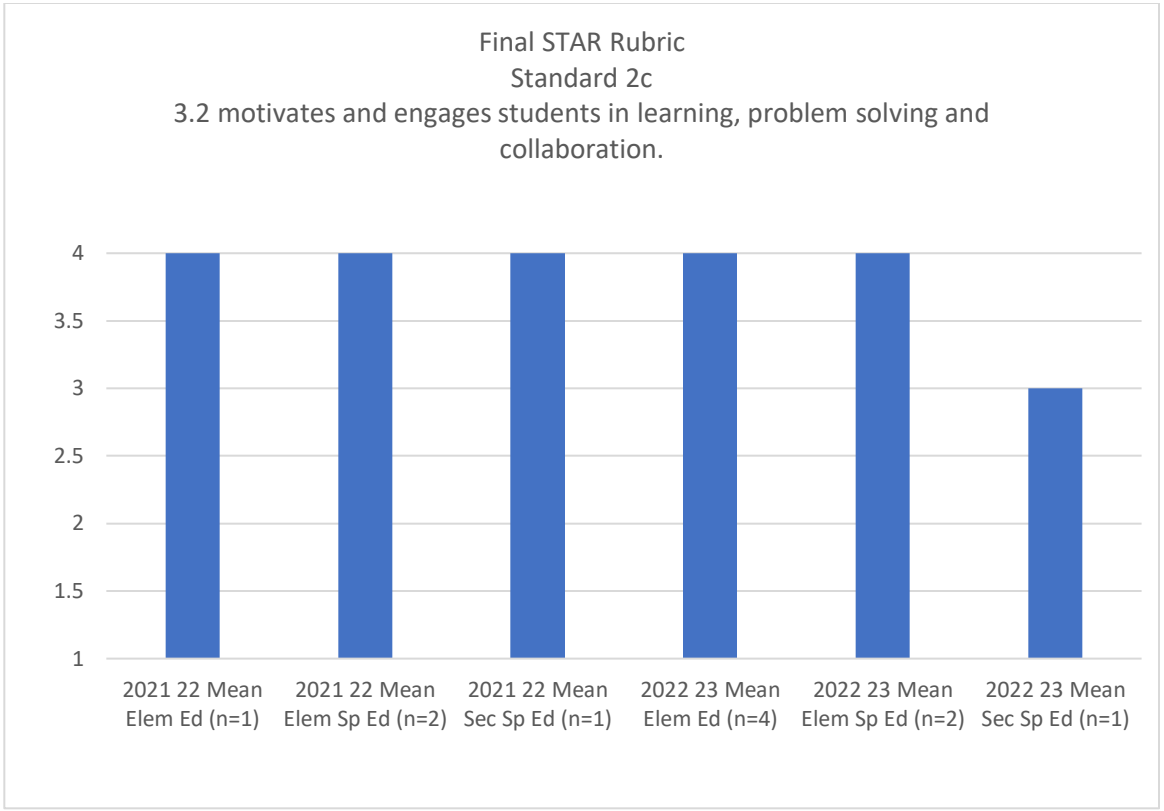
Standard 3.1 The teacher candidate utilizes a variety of research-based instructional strategies.

The next chart shows **completers from all program and cohorts exceeding the requirement of Emerging (2)** for Standard 12.1. The Elementary Education completer for **2021-22 scored 4 (Distinguished)**; the mean for the **2021-22 Elementary Special Education completers (n=2) was 4 (Distinguished)**; the **2021-22 Secondary Special Education completer scored 4 (Distinguished)**. The mean for **2022-23 Elementary Education completers (n=4) was 4 (Distinguished)** The **mean for Elementary and Special Education completers (n=2) was 4 (Distinguished)**; and the **2022-23 Secondary Special Education completer scored 3 (Accomplished)**.



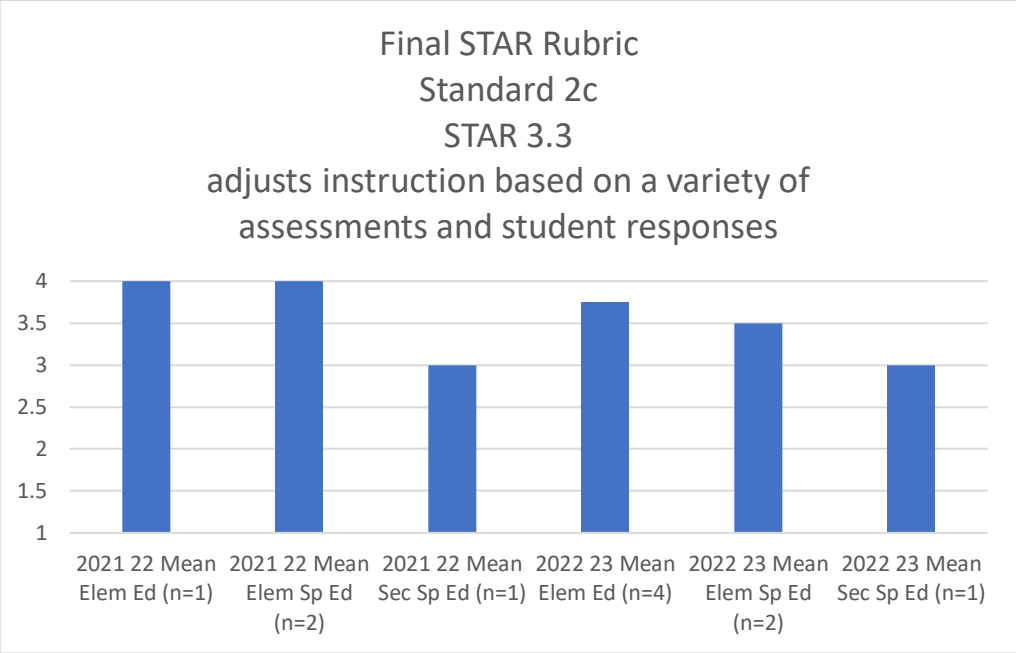
Standard 3.2: The teacher candidate motivates and engages students in learning, problem solving, and collaboration.

The next chart shows **completers from all program and cohorts exceeding the requirement of Emerging (2)** for Standard 12.1. The Elementary Education completer for **2021-22 scored 4 (Distinguished**); the mean for the **2021-22 Elementary Special Education completers (n=2) was 4 (Distinguished)**; the **2021-22 Secondary Special Education completer scored 4 (Distinguished)**. The mean for **2022-23 Elementary Education completers (n=4) was 4 (Distinguished)** The **mean for Elementary and Special Education completers (n=2) was 4 (Distinguished)**; and the **2022-23 Secondary Special Education completer scored 3 (Accomplished)**.



Standard 3.3 The teacher candidate adjusts instruction based on a variety of assessments and student responses.

The next chart shows **completers from all program and cohorts exceeding the requirement of Emerging (2)** for Standard 12.1. The Elementary Education completer for **2021-22 scored 4 (Distinguished)**; the mean for the **2021-22 Elementary Special Education completers (n=2) was 4 (Distinguished)**; the **2021-22 Secondary Special Education completer scored 3 (Accomplished)**. The mean for **2022-23 Elementary Education completers (n=4) was 3.75 (Accomplished+)** The **mean for Elementary and Special Education completers (n=2) was 3.5 (Accomplished+)**; and the **2022-23 Secondary Special Education completer scored 3 (Accomplished)**.



Alumni Survey- The Alumni/Completer survey is used to collect data from program completers annually. The survey is designed to elicit the perspective of recent program completers. Questions on these surveys were mapped to the AAQEP standards and are used as evidence that completers believe they have gained the content knowledge and skills necessary for professional practice. The survey is emailed directly to completers from the Program Director's email in an effort to maintain personal connection. For this aspect, the table provides the question and responses from respondents reporting completion for the academic years 2018-2023.

UC Alumni and Completer Survey
UC Alumni Survey Data Chart Standard 2c

To address Standard 2c, *create productive learning environments and use strategies to develop productive learning environments in diverse contexts,* completers were asked to what degree they agreed or disagreed regarding their satisfaction about the following item they received during their time in the UC Education Program:

15. the basic skills to select instructional strategies to align with learning goals and standards

16. the basic skills to design activities that allow students to engage with subject matter from a variety of perspectives

17. the basic skills to account for students' prior knowledge of experience in instructional planning?

19. the basic skills to regularly adjust instructional plans to meet students' needs?

20. the basic skills to differentiate instruction for students with IEPs and 504 plans

21. the basic skills to differentiate instruction for students with mental health needs.

24. the basic skills to provide students with meaningful feedback to guide next steps in learning

25. the basic skills to engage students in self-assessment strategies

27. the basic skills to effectively teach students from culturally, socio-economically, and ethnically diverse backgrounds and communities?

28. the basic skills to differentiate instruction for a variety of learning needs

29. the basic skills to use effective communication skills and strategies to convey ideas and information to students

30. the basic skills to connect core content to real-life experiences for students.

31. the basic skills to develop and maintain a classroom environment that promotes student engagement.

32. the basic skills to create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected?

33. the basic skills to help students regulate their own behavior.

34. the basic skills to effectively organize the physical environment of the classroom for instruction

35. you the basic skills to collaborate with parents and guardians to support student learning

36. the basic skills to collaborate with teaching colleagues to improve student performance and use colleague feedback to support your development as a teacher.

38. the basic skills to act as an advocate for all students

Of the eight respondents to the UC Alumni Survey their programs of completion are as follows:

3 Elementary and Special Education
3 Secondary Special Education
2 Elementary Education

Additionally, these respondents reported the following years of completion:

1 response: 2018

1 response: 2019

1 response: 2021

2 responses: 2022

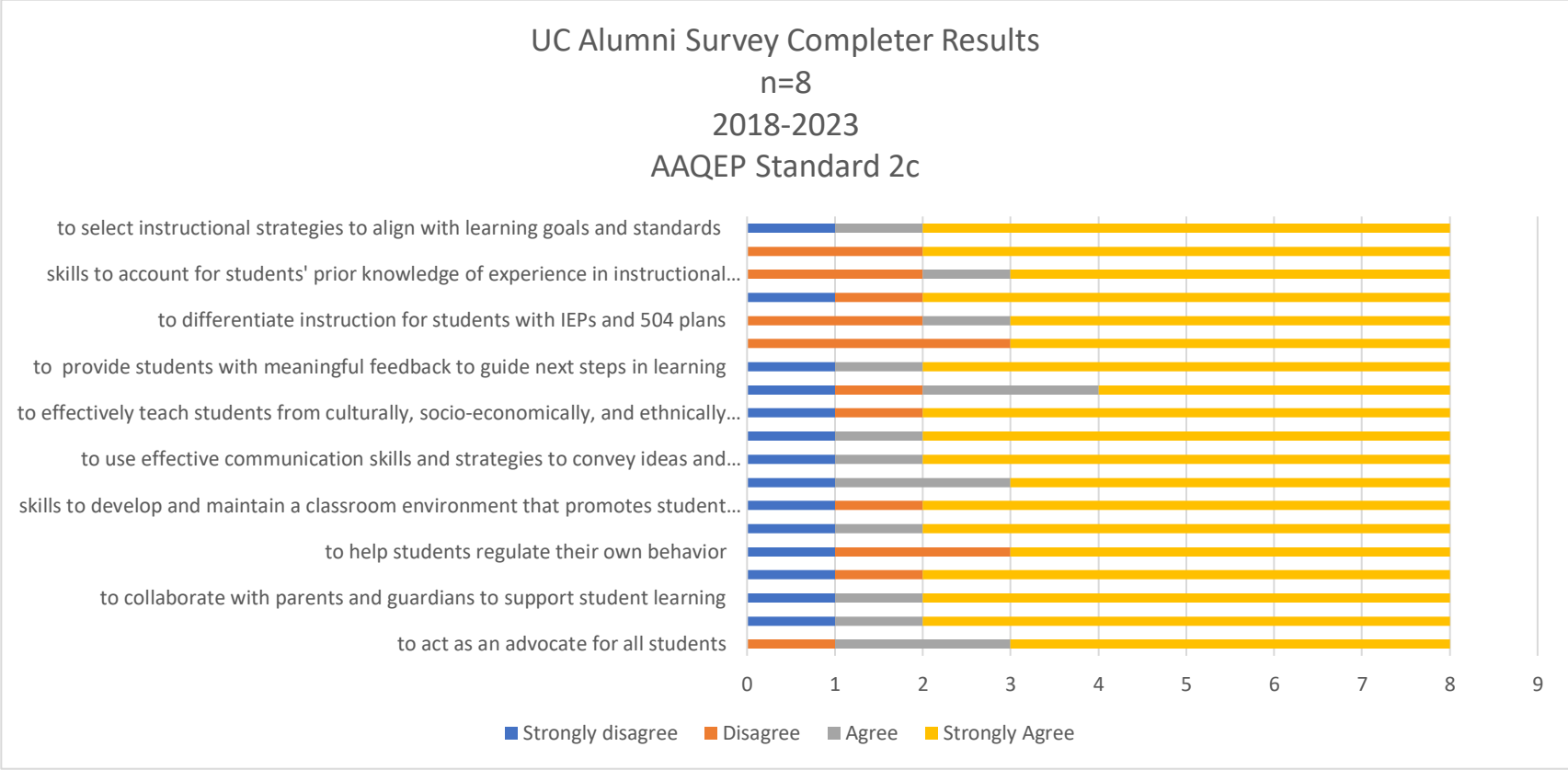
3 responses: 2023

Despite a low n, data reveals a consistent picture of completer satisfaction as it relates to Standard 2c, *create productive learning environments and use strategies to develop productive learning environments in diverse contexts*. For each of the items identified to correspond with Standard 2c, a majority of respondents reported strongly agreeing that they were satisfied with their preparation.

Education Faculty who began in Fall 2021 have focused on creating course experiences that are active and allow for a variety of interactions and perspectives. By continuing to do this and by consistently surveying our completers, we hope the empower our graduates with the ability to ensure that they have an understanding of creating productive learning environments and using strategies to develop productive learning environments in diverse contexts.

One final significant note: due to the nature of this survey, while it was anonymous, the year of graduation could be aligned with responses. We feel it is significant that almost all scores of disagree or strongly disagree came from the years 2018 and 2019, prior to the new leadership and instruction in the UC Education Programs. Only items 21, the basic skills to differentiate instruction for students with mental health needs, and 33, the basic skills to help students regulate

their own behavior received one disagreement from a student in the 2021-2023 completers. All other responses from 2021, 2022, and 2023 all fell in the agree-strongly agree range.



Dispositions Survey Upon graduation, UC's candidates display the dispositions of effective educators through their interactions with staff, teachers, faculty, educational specialists, community stakeholders, students, and other learners. Their dispositions are assessed by cooperating teachers, cooperating mentors, program directors, faculty, and candidate self-analysis. As students' progress through benchmarks, which reflect the milestones of pre-admission to the Teacher Education Program (pre-candidacy), admission to the program (candidacy), and student teaching/residency (program completion), they are required to demonstrate an understanding of "Know, Do, Be" at increasingly sophisticated degrees.

Dispositions are introduced and initially and informally self-assessed in EDUC 100 Introduction to Education. They are next formally assessed by Education Program Faculty during EDUC 299 Theories of Learning and Teaching as part of the Panels Program Admission Process**. To be admitted to the Education Program the student must demonstrate dispositions Emerging (1) or higher**. If a student does not demonstrate such dispositions, the student may receive provisional program admission with the understanding that they have two semesters to meet the requirement. In such a situation, faculty work with the student to offer support, resources, and opportunities for growth and development such as frequent conferencing both before and after lessons to be planned or taught. Self-assessment of dispositions occurs formally during EDUC 320 Integrated Methods which follows program admission usually during junior year. Final disposition assessment occurs in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area and are assessed by the cooperating teacher.

Our data is drawn from the years 2021-2023 in the following courses: EDUC 299 (pre-candidacy), EDUC 320 (candidacy), and EDUC 422 or EDUC 497 (program completion) during the 2021-2023 academic years. Please note that Self- Assessment Dispositions were not collected for Fall 2020 due to classes being entirely online. Therefore, there are only two data points for Disposition Self-Assessment, Fall 2021 and Fall 2022.

Data is disaggregated:

Program Admission-all majors by cohort
Self-Assessment-all majors by cohort
Final disposition-by major and by cohort

To address Standard 2c, *create productive learning environments and use strategies to develop productive learning environments in diverse contexts,* candidates were assessed using the UC Dispositions Survey. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. The area directly related to Standard 2c:

I. Impact-

- Demonstrates commitment to learners and the field of education
- Demonstrates the belief that all individuals can succeed
- Respects and responds to individual needs
- Provides equitable learning and development opportunities for all
- Has high expectations for all learners
- Seeks professional development opportunities

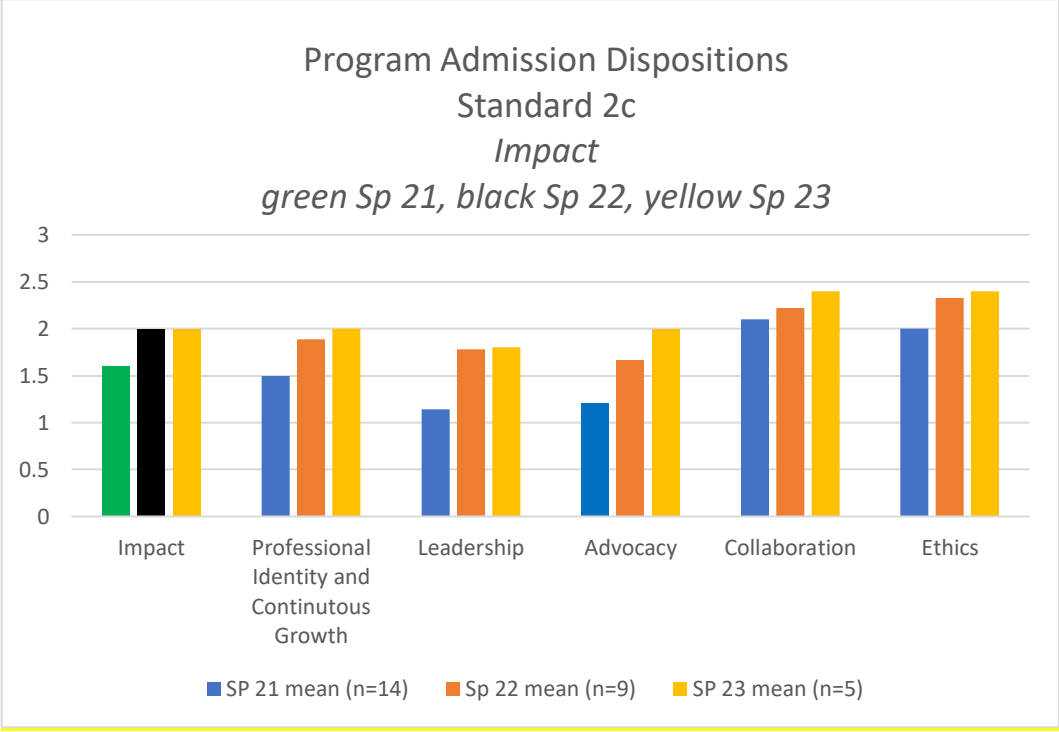
[UC Dispositions Data Charts Standard 2c]

[UC Dispositions Rubric]

To provide evidence for Standard 2c, we will focus on only item one on the UC Disposition Rubric: Impact.

Program Admission Dispositions

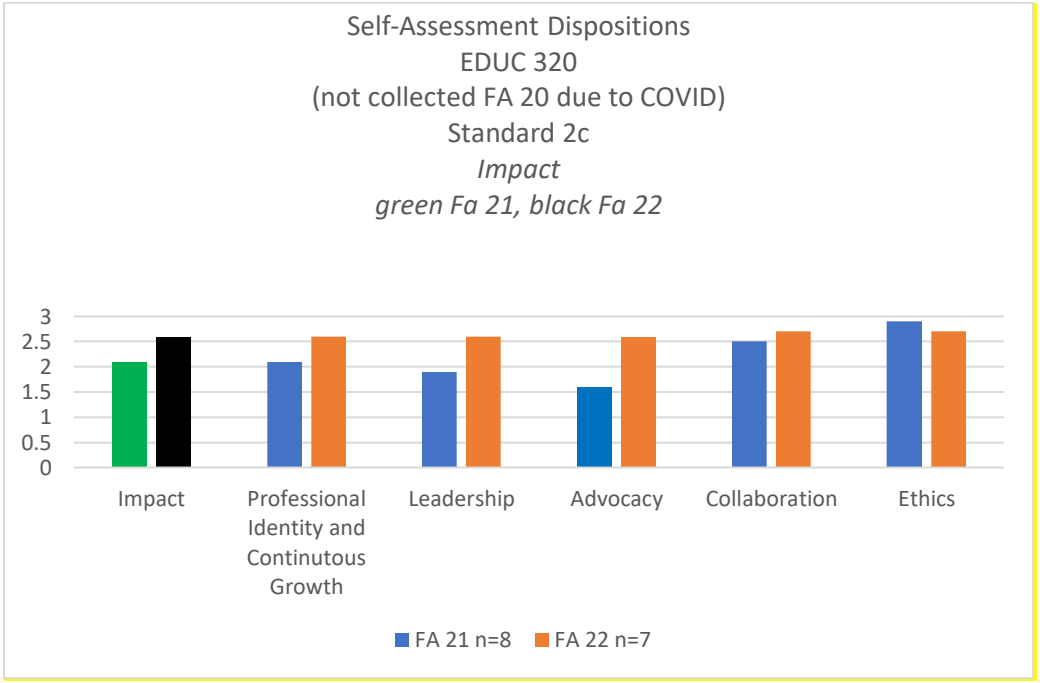
As shown on chart below, regarding "Impact", **the mean of candidates for all three data points, Spring 2021, Spring 2022, and Spring 2023, exceeded the required scores of Emerging (1**). The mean score for **Spring 2021 pre-candidates (n=14) was 1.6.** The mean score for **Spring 2022 pre-candidates (n=9) was 2 (Proficient**). The mean score for **Spring 2023 pre-candidates (n=5) was 2 (Proficient)**.



Self-Assessment Dispositions

As shown on the second chart below, regarding "Impact", **the mean of candidates for the two data points, Fall 2021 and Fall 2022, exceeded the required scores of Emerging (1**). The mean score for **Fall 2022 pre-candidates was 2.1 (Proficient).** The mean score for **Fall 2023 pre-candidates was 2.6 (Proficient+**).

Students in the Fall 2021 cohort were online for half of their sophomore year and the entirety of their junior year, thus receiving instruction for many 300-level courses online and without in-person field placements due to COIVD. Students in the 2022-2023 cohort were online for half of their freshman year and their entire sophomore year and were therefore able to attend most of the 300 level courses in seat and participate in field placements in-person. These factors account for the slight discrepancy in scores.



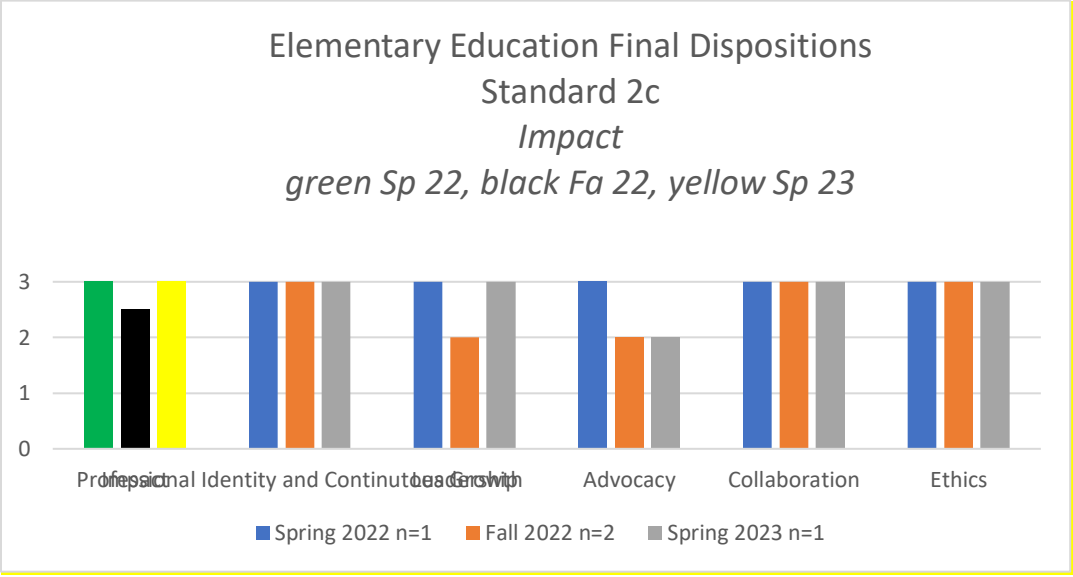
Final Dispositions

As shown on the chart below, **Elementary Education** completers for Spring 2022, Fall 2022, and Spring 2023 **all surpassed the minimum required score "Emerging" (1 point) regarding "Impact**." The **Spring 2022 graduate earned a score of 3 "Exemplary"**; The mean score for **Fall 2022 completers (n=2) was 2.5 (Proficient+)**; and **the Spring 2023 completer (n=1) earned a 3** "Exemplary."

It should be noted that:

-There were no Elementary Education completers for Fall 2021.

-Spring 2023 should have an n=2 as with other tools, but the disposition for that individual student was not submitted.

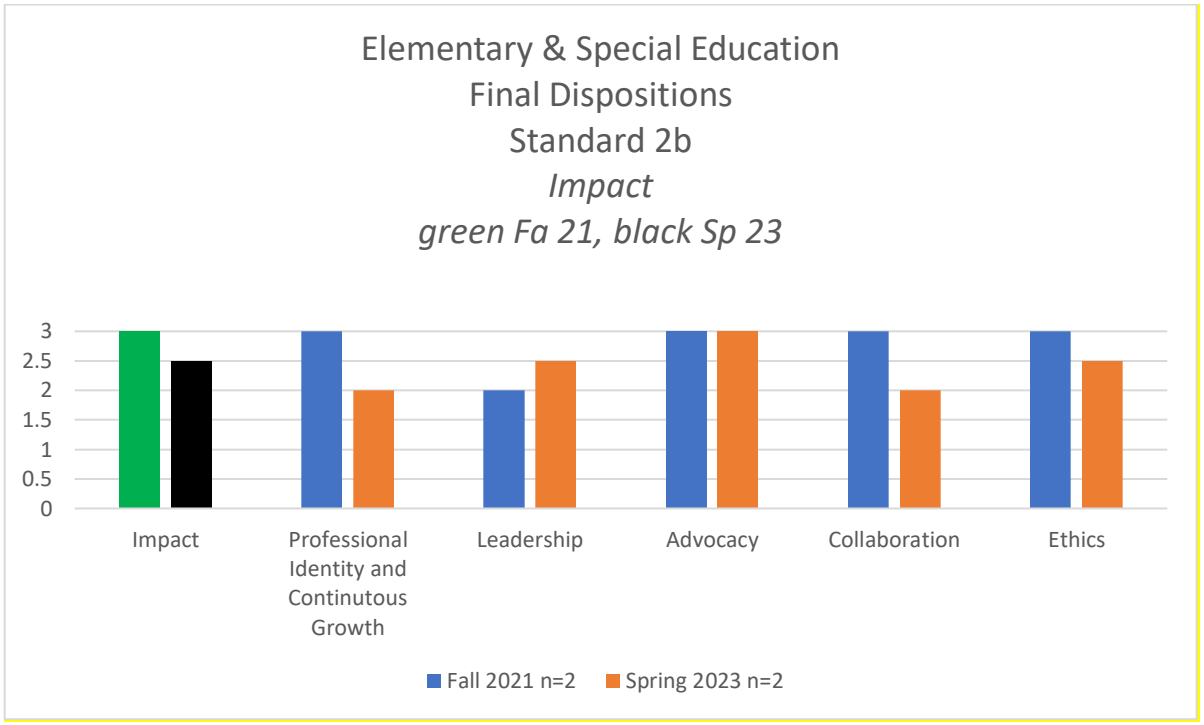


As shown on the chart below, **Elementary and Special Education** completers for Fall 2021 and Spring 2023 **all surpassed the minimum required score "Emerging" (1 point) regarding "Impact**." The **Fall 2021 mean score (n=2) was a 3 "Exemplary."**

It should be noted that:

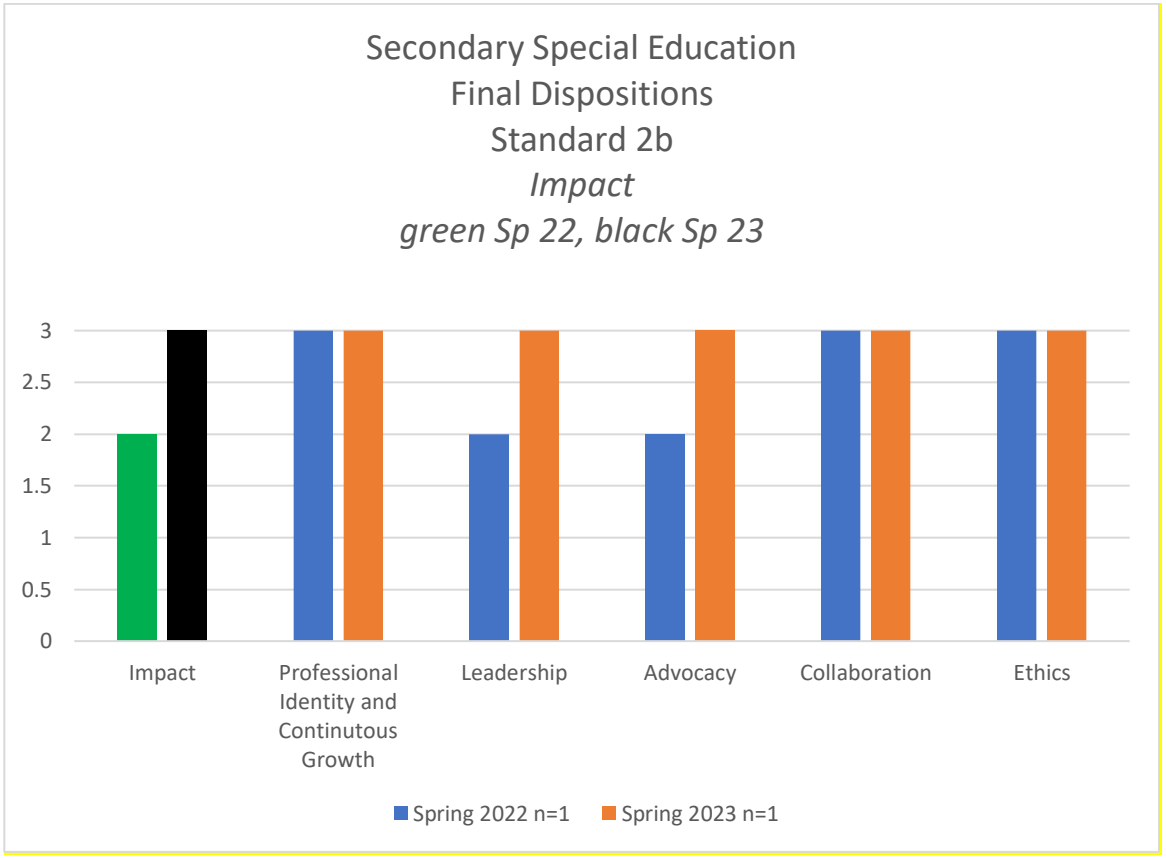
-There were no Elementary and Special Education completers for Spring 2022.

Regarding "Advocacy", **Elementary and Special Education** completers for Fall 2021 and Spring 2023 **all surpassed the minimum required score "Emerging" (1 point).** The **Fall 2021 and Spring 2023 mean scores (n=2) were 3 "Exemplary."**



As shown on the chart below, **Secondary Special Education** completers for Spring 2022 and Spring 2023 **both surpassed the minimum required score "Emerging" (1 point) regarding "Impact**." The Spring 2022 completer scores 2 (Proficient) and the Spring 2023 completer scores 3 "Exemplary". There were no Secondary Special Education completers for Fall 2021 or Fall 2022.

Regarding "Advocacy", **Secondary Special Education** completers for Spring 2022 and Spring 2023 **both surpassed the minimum required score "Emerging" (1 point) regarding, each scoring the maximum of 3, Exemplary.** There were no Secondary Special Education completers for Fall 2021 or Fall 2022.



Teacher Candidate Assessment Rubric (TCAR) The UC TCAR reflects Standards 1-3 of the UC STAR Rubric which, as reported above, is based on the West Virginia Department of Education Office of School Improvement's Evaluation Rubric for Teachers: WVDE Evaluation Rubric for Teachers. Students are initially introduced to the TCAR during EDUC 100 Introduction to Education where the rubric is reviewed and discussed and where students are able to complete a TCAR for a teacher they are observing during their required field placement hours for the course. Depending on the level of the course (generally 1 TCAR observation for 200 level courses and 2 TCAR observations for 300 level courses) following each lesson taught, pre candidates and candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress throughout the semester during monthly program meetings and during informal discussions.
Faculty support candidates to work toward achieving the required scores for graduation of Emerging(2) throughout their coursework.
NOTE P-12 Partners compete 3 STAR forms-validity and consistency check and to monitor progress.

UC TCAR Areas of Focus

- Standard 1 Curriculum and Planning
- Standard 2 The Learner and the Learning Environment
- Standard 3 Teaching

Our data is drawn from the following 300 level course from the academic years 2021-2023:

- EDUC 320 Integrated Methods (taken by all Education majors)
- EDUC 360 High Incidence Disabilities (taken by all Special Education majors)
- EDUC 372 and 374 Fundamentals of Reading Instruction (taken by Elementary Education majors 1-2 semesters before student teaching)
- EDUC 378 Elementary Methods (taken by Elementary Education majors 1 semester before student teaching or with student teaching as of Fall 2024 with change to the Residency Model).

UC TCAR

UC TCAR Data Charts Standard 2c

To address Standard 2c, *create productive learning environments and use strategies to develop productive learning environments in diverse contexts,* student teachers were assessed using the UC Student Teacher Assessment Rubric. The data we share shows results of these assessments during the candidate's final evaluation. Data is disaggregated into three groups: Elementary Education, Elementary Special Education, and Secondary Special Education for the academic years of

2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. Those areas directly related to Standard 2c are:

Standard 2.1 The teacher candidate understands and responds to the unique characteristics of learners.

Standard 2.2 The teacher candidate establishes and maintains a safe and appropriate learning environment.

Standard 3.3 The teacher candidate adjusts instruction based on a variety of assessments and student responses.

Data explanation:

- TCAR results reflect scores collected Fall 2022-Spring 2023 due to faculty and leadership transition in 2021-2022. Students completed TCAR throughout that time as well, but collection procedures and expectations were fully established and consistent by Fall 2022.

- All mean scores for the courses presented below **exceed the minimum of Emerging (2 points)** which is required for graduation.

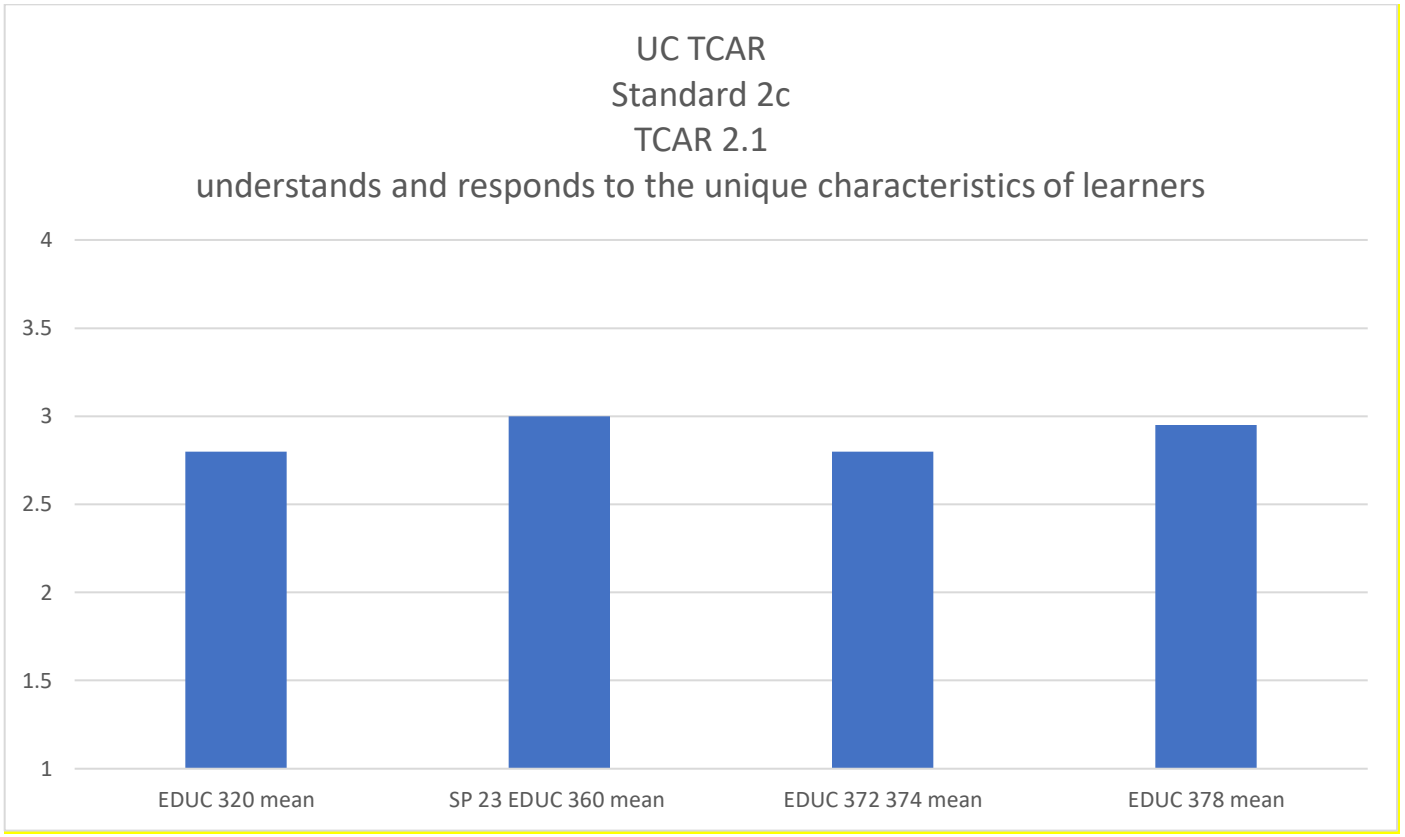
- Data from EDUC 320 Integrated Methods (taken by all Education majors during junior year) is the mean scores of the two TCARs completed during the course.
    - **The mean score for Standard 2.1**, understands and responds to the unique characteristics of learners, **for Fall 2022 was 2.8 (Emerging +).**
    - The mean score **for Standard 2.2,** establishes and maintains a safe and appropriate learning environment, for **Fall 2022 was 3 (Accomplished)**
    - **The mean score for Standard 3.3,** adjusts instruction based on a variety of assessments and student responses, for **Fall 2022 was 2.8 (Emerging+)**

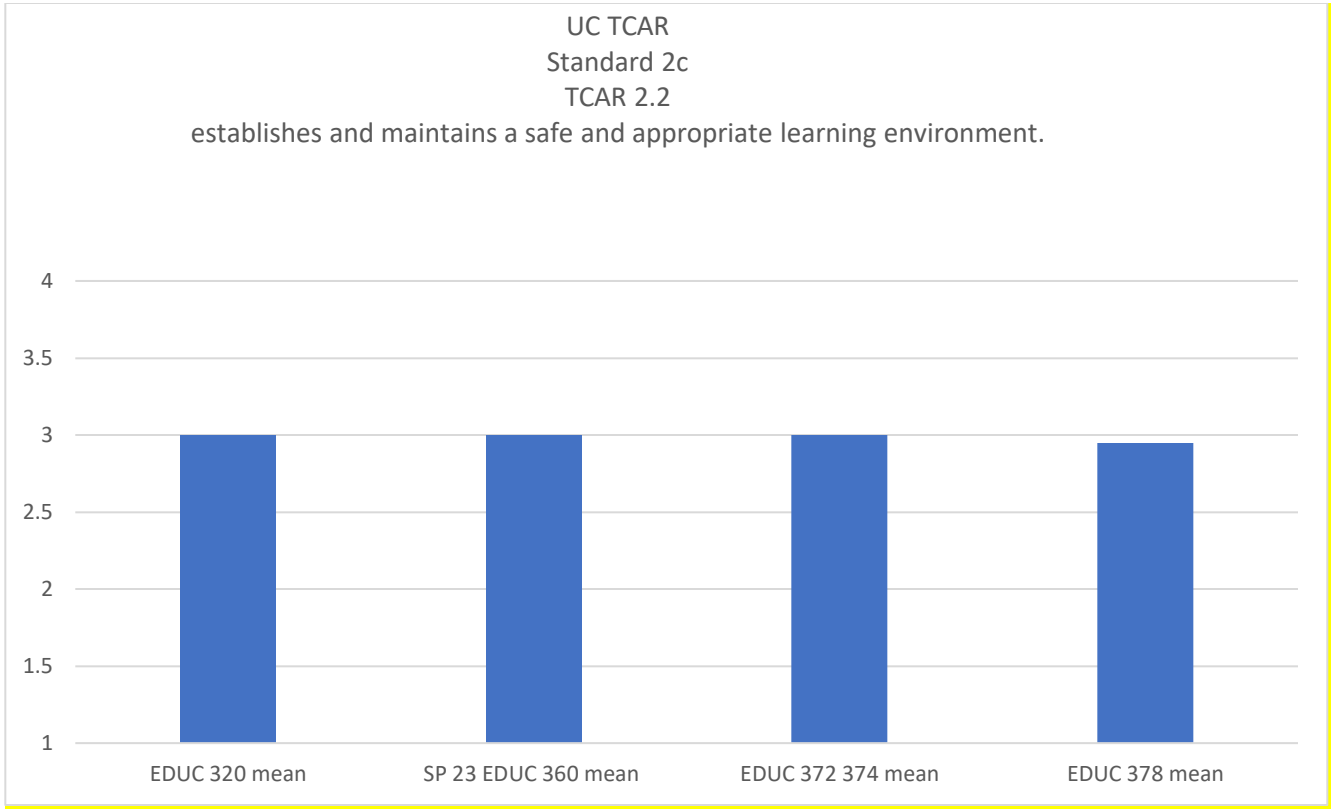
- Data from EDUC 360 High Incidence Disabilities (taken by all Special Education majors junior or senior year) is a mean of the scores of the one TCAR completed for the course.
    - The **mean of score for Standard 2.1**, understands and responds to the unique characteristics of learners, **for Spring 2023 was 3 (Accomplished)**
    - The mean score **for Standard 2.2,** establishes and maintains a safe and appropriate learning environment, for **Fall 2022 was 3 (Accomplished)**

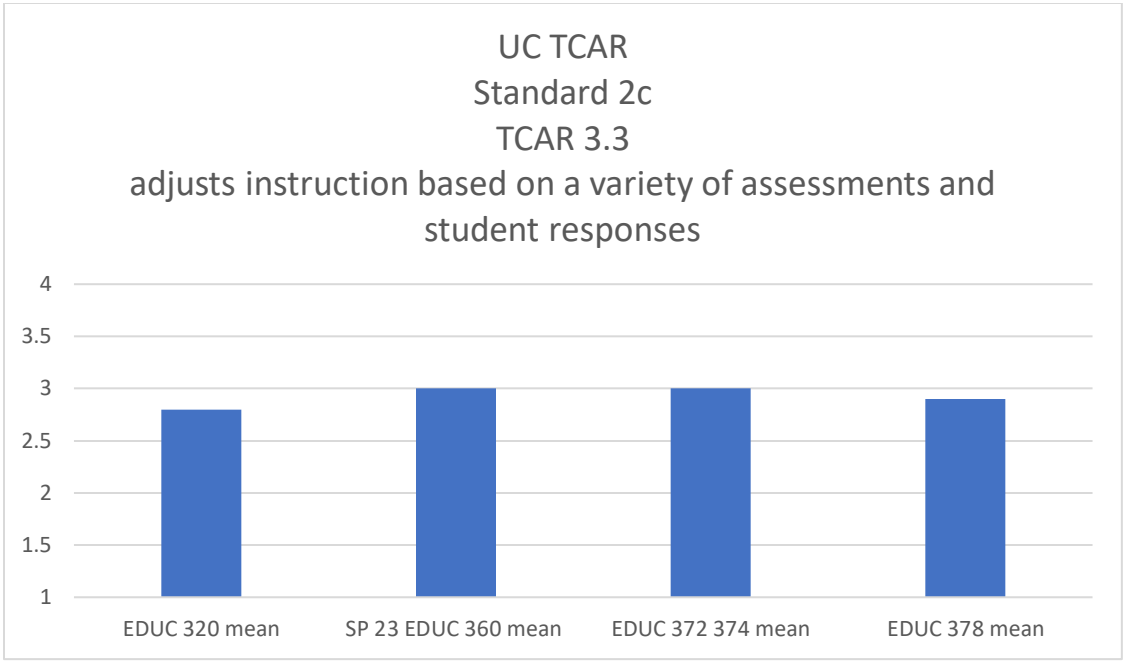
- **The mean score for Standard 3.3,** adjusts instruction based on a variety of assessments and student responses, for **Fall 2022 was 3 (Accomplished)**
- These Accomplished means show the growth during the end of junior year and the beginning of senior year for which we aim as a faculty.

- Data from EDUC 372 Fundamentals of Reading Instruction (taken by Elementary Education majors 1-2 semesters before student teaching) is the mean scores of the two TCARs completed during the course.
  - **The mean of scores for Standard 2.1**, understands and responds to the unique characteristics of learners, **for Spring 2023 was 2.8 (Emerging +).**
  - The mean score **for Standard 2.2,** establishes and maintains a safe and appropriate learning environment, for **Fall 2022 was 2.8 (Emerging +)**
  - **The mean score for Standard 3.1,** motivates and engages students in learning, problem solving and collaboration, for **Fall 2022 was 3.2 (Accomplished)**
  - The mean of scores for Standard 3.3, adjusts instruction based on a variety of assessments and student responses, **for Spring 2023 was 3 (Accomplished)**
  - While both standards show the growth needed for candidates 1-2 semesters before student teaching, Standard 2.1 is slightly lower than ideal due to the nature of the Fundamentals of Reading Course Clinical field placement (EDUC 374). Candidates are required to use the reading lesson plans and curriculum prescribed by the county in their lessons which meets need but leaves a little less room for responding to individual needs due to the scripted nature of the curriculum.

- Data from EDUC 378 Elementary Methods (taken by Elementary Education majors 1 semester before student teaching or during residency as of Fall 2024 with change to the Residency Model) is the mean scores of the two TCARs completed during the course.
  - The **mean score for Standard 2.1**, understands and responds to the unique characteristics of learners, **for Fall 2022 was 2.95 (Emerging +).**
  - The mean score **for Standard 2.2,** establishes and maintains a safe and appropriate learning environment, for **Fall 2022 was 2.95 (Emerging +)**
  - **The mean score for Standard 3.3,** adjusts instruction based on a variety of assessments and student responses, for **Fall 2022 was 2.9 (Emerging +).**


UC TCAR
Standard 2c
TCAR 2.1
understands and responds to the unique characteristics of learners
4
3.5
3
2.5
2
1.5
1
EDUC 320 mean
SP 23 EDUC 360 mean
EDUC 372 374 mean
EDUC 378 mean


UC TCAR
Standard 2c
TCAR 2.2
establishes and maintains a safe and appropriate learning environment.
4
3.5
3
2.5
2
1.5
1
EDUC 320 mean
SP 23 EDUC 360 mean
EDUC 372 374 mean
EDUC 378 mean



West Virginia Teacher Performance Assessment (WVTPA) The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all UC candidates during the culminating student teaching/residency 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); 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 record and analyze teaching episodes. After teaching the unit, candidates 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 trained UC Education Program Faculty. The four-point rating scale on each rubric reflects the same descriptors used for beginning teachers 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 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. Candidate performance on the TPA is used to provide evidence for program completion. Candidates include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that taught. Each of these are a required part of the TPA. If one or more sections are omitted, the candidate is required to remediate and re-do the TPA.

To address Standard 2c, *create productive learning environments and use strategies to develop productive learning environments in diverse contexts,* student teachers were assessed using the WVTPA. The data we share shows results of these assessments during the candidate's final evaluation. Data is not disaggregated in this section and all three programs, Elementary Education, Elementary Special Education, and Secondary Special Education and accounted for in the charts below for both the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. The areas directly related to Standard 2c are:

1B Implications of Classroom Factors

2C Anticipated Student Challenges

4F Differentiated Instruction

5B Classroom Behavior and Management

5D Questioning Strategies

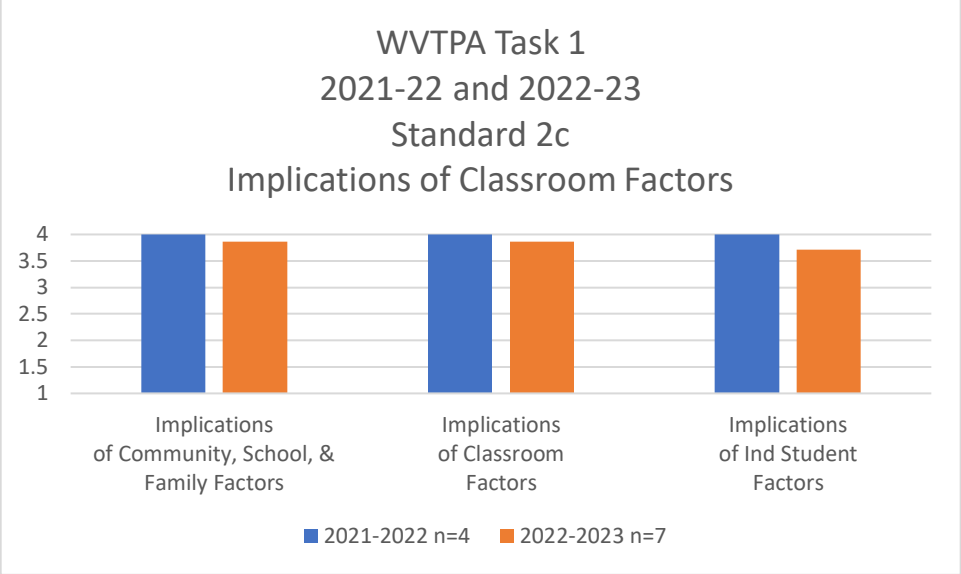
Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years.

UC WVTPA Data Charts Standard 2c

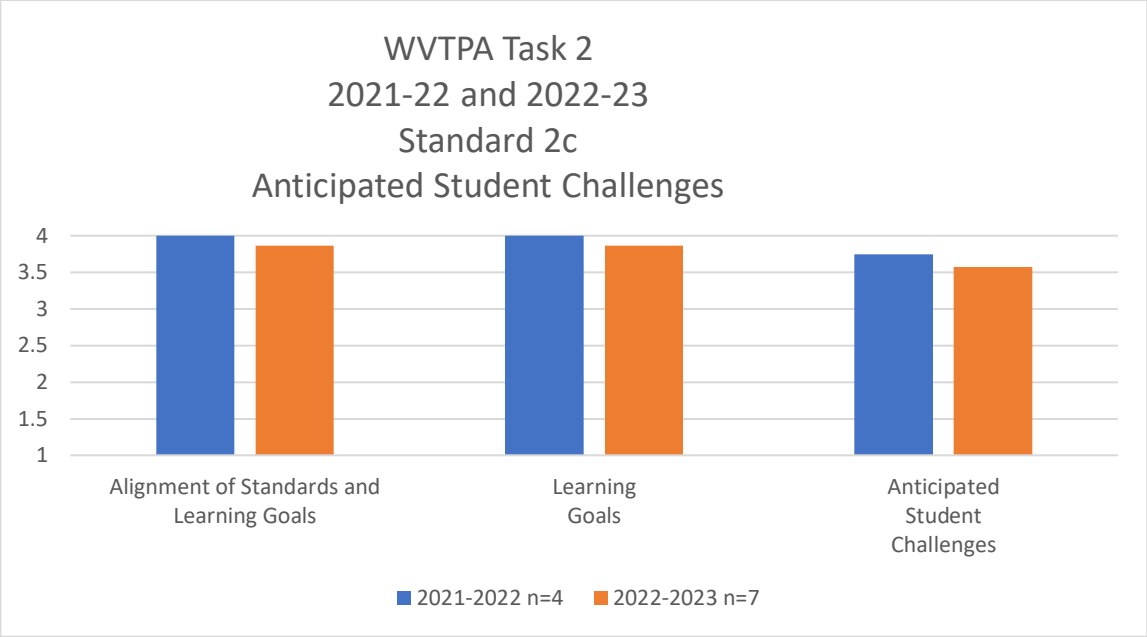
West Virginia Teacher Performance Assessment (WVTPA)

For all of the applicable sections of WVTPA Standards 1B, 2C, 4F, 5B and 5D, completers from both cohorts **exceeded the required score of Emerging (2 points).**

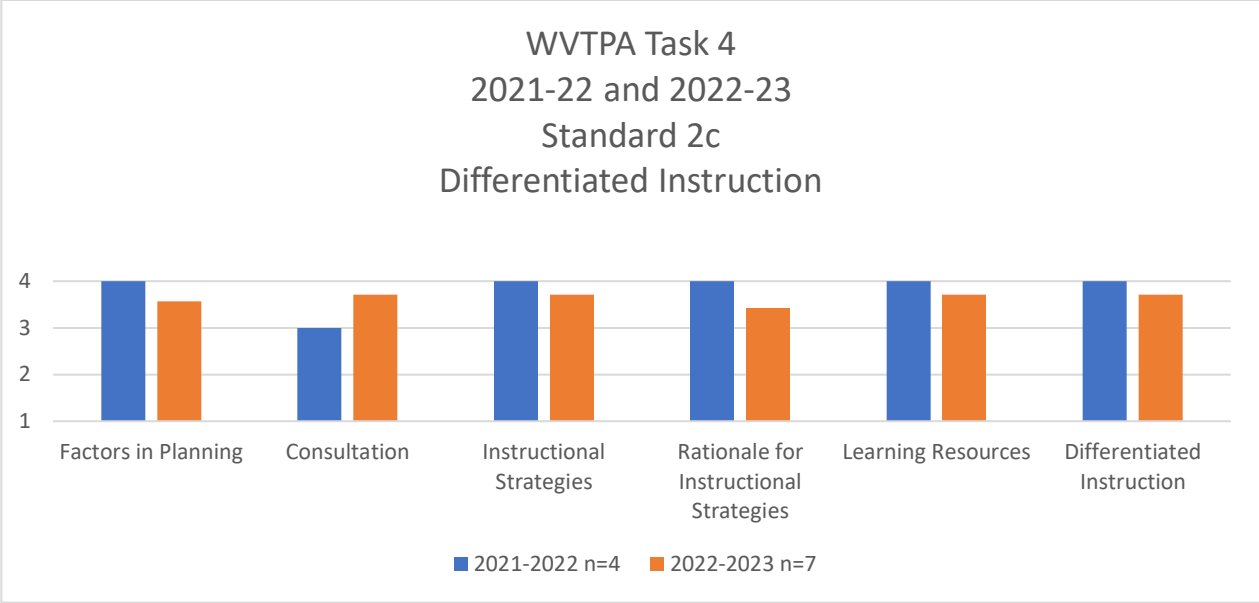
For 1B Implications of Classroom Factors the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was 3.7.**



For 2C Anticipated Student Challenges the **mean for 2021-2022 completers (n=4) was 3.75** (Accomplished+) and the **mean for 2022-2023 completers (n=7) was 3.57** (Accomplished+)**.**

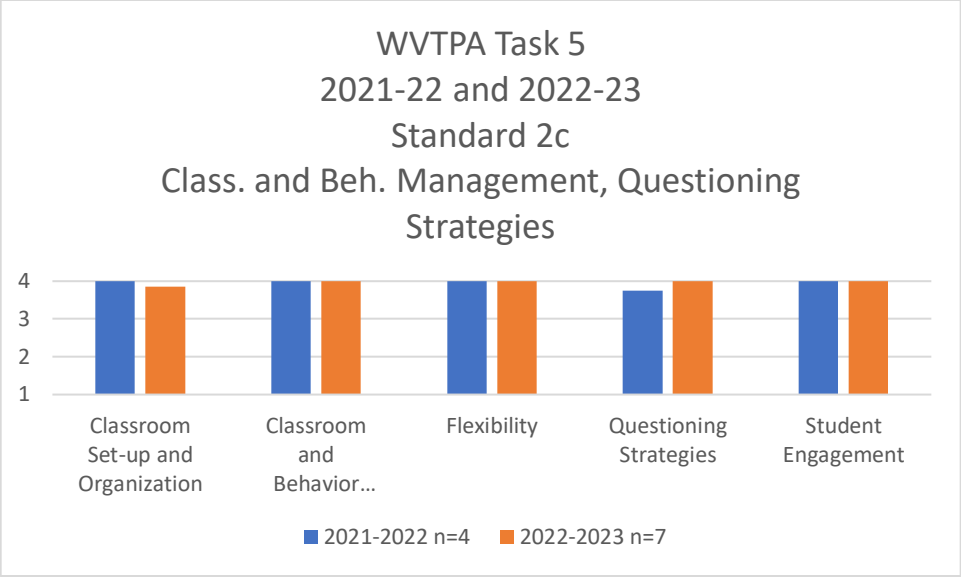


4F Differentiated Instruction, the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was 3.7.**



5B Classroom Behavior and Management the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was 4**

5D Questioning Strategies, the **mean for 2021-2022 completers (n=4) was 3.75** (Accomplished+) and the **mean for 2022-2023 completers (n=7) was 4.**



WVTPA results for the standards pertaining to Standard 2a were consistent across both cohorts.

2d. Support students' growth in international and global perspectives.

Across the University of Charleston's Education Program, we consistently provide candidates with knowledge and skills related to supporting students' growth in international and global perspectives. This is evidenced by results from multiple sources and multiple perspectives, including: Lesson Plan Rubric (faculty perspective); , Student Teacher Assessment Rubric (STAR) data (faculty/P12 partners),Alumni surveys (completer perspective), Dispositions data (candidate/faculty/P12 Partner), Teacher Candidate Assessment Rubric (TCAR) data (faculty/P12 partners) West Virginia Teacher Performance Assessment (WVTPA). The evidence is presented here:

Lesson Plan Rubric: The UC Lesson Plan Rubric was updated in Spring 2022 to reflect the established Design for Instruction Rubric found in the WVTPA. The new rubric was implemented in Fall 2022 and we began gathering data in Spring 2023. This change was made to allow students to have consistent experiences with lesson plan expectations and concepts throughout their time in the UC Education Program, thus always working toward growth and mastery related to all

requirements of the UC Lesson Plan Rubric and therefore the WVTPA Design for Instruction Rubric. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals Earned scores are: Distinguished (4 points), Accomplished (3 points), Emerging (2 points), and Unsatisfactory (1 point). **Candidates must score Emerging (2) or above in all categories to successfully complete Student Teaching.**

Following each lesson taught (6 lessons observed by UC Faculty over the 14-week student teacher/residency placement), candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress related to lesson planning throughout the semester during monthly program meetings and during informal discussions.

UC Lesson Plan Rubric Data Charts Standard 2d

UC Lesson Plan Rubric

To address 2d, *support students' growth in international and global perspectives,* student teachers were assessed using the UC Lesson Plan Rubric. The data we share shows results of these assessment at three points in time: initial assessment, midterm assessment, and final assessment. Data is disaggregated into two groups: Elementary Education (2 completers) and Special Education (3 completers). In this case we have combined the Elementary Education/Special Education (2 completers) and Secondary Special Education (1 completer) due to a low n. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. The areas directly related to Standard 2d are:

Factors in Planning

Rationale for Instructional Strategies

Learning Resources

1.**Factors in Planning** provides evidence for *2d, support students' growth in international and global perspectives*, related to contextual factors, pre-assessment data, prior knowledge, individual needs, and learning styles by integrating these factors into the lesson plan.

As seen in the first chart below, **Spring 2023 data reflects a mean score of 4 (Distinguished) for Elementary Education Program** student teachers during each of the three assessments. We believe that our course focus on knowing and connecting with students prioritizes these pedagogical factors as fundamental to teaching,

The second chart for **Secondary Special Education and Elementary/Special Education displays the following mean scores for Spring 2023: Initial attempt=3.7, Midterm Attempt=3.7, Final Attempt=3.3**. While these scores meet requirements, faculty discussed the drop in the mean score during the final attempt. This slight decrease was due to a lack of contextual details from two student teachers. They adequately identified contextual factors and other factors in planning, but details could have been stronger. Since both students had provided strong context information in the past, Field Instructors believe this was in part due to the end of the year setting and an oversight as students were trying to finalize all required paperwork and graduation items.

2. **Rationale for Instructional Strategies** provides evidence for *2d, support students' growth in international and global perspectives* as they explain their choice of instructional strategies to facilitate individual and whole class learning and how those choices are related to content, pedagogy, and professional knowledge.

As seen in the first chart below, **Spring 2023 data reflects a mean score of 3 (Accomplished) for the initial attempt and 4 (Distinguished) for both the Midterm and Final Attempts**. This significant growth can be attributed to individual conferencing (student teacher and UC Faculty) and discussion about what a rationale is and why it is important to consider your rationale when planning a lesson. The idea of a rationale was somewhat confusing and abstract to students when we introduced the updated Lesson Plan Rubric, but such conferences and classroom experiences and discussions are helping to clarify and solidify the idea and its importance. These conferences integrate Standard 2d's component of supporting students' growth in international and global perspectives.

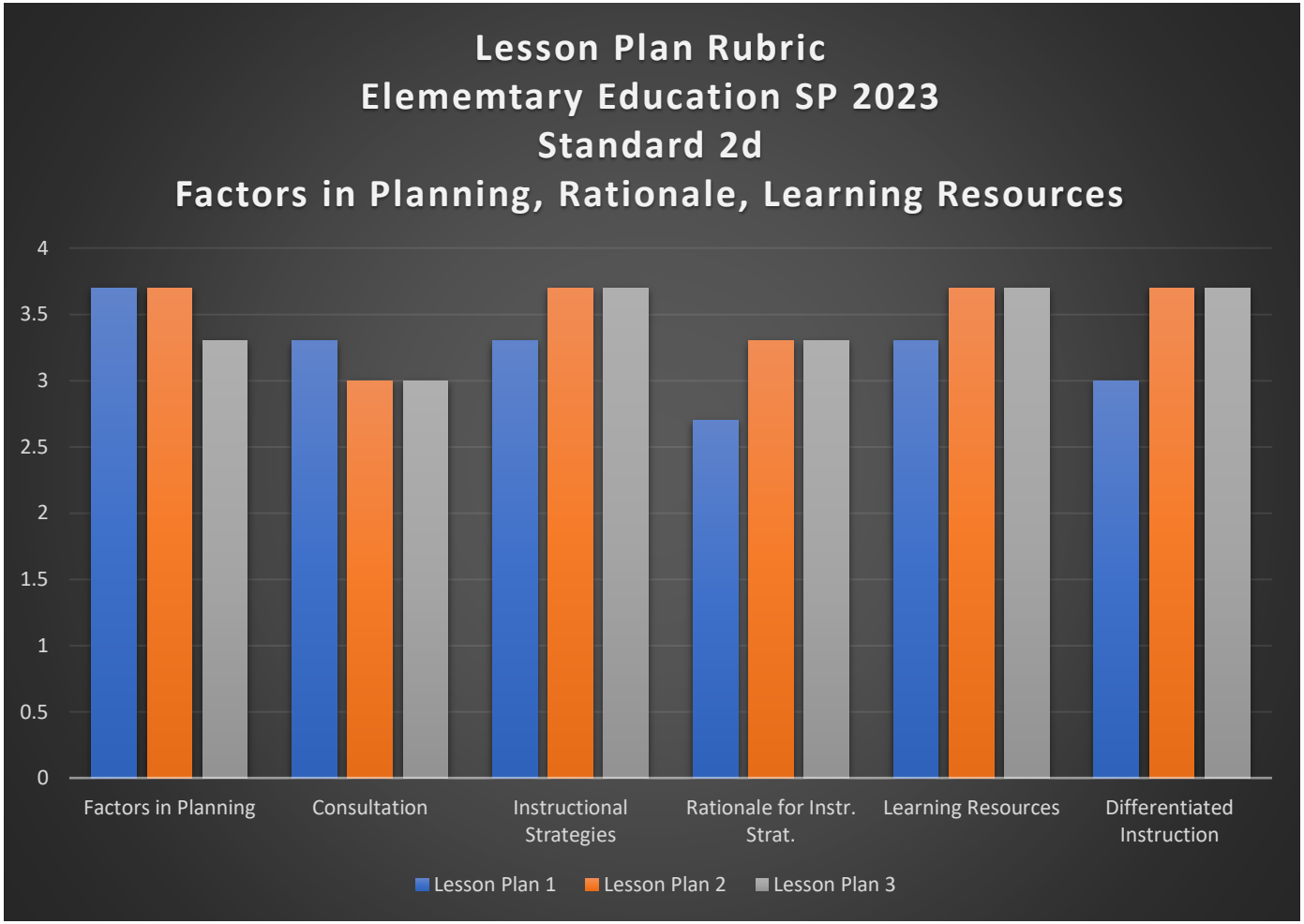
The second chart for **Secondary Special Education and Elementary/Special Education displays the following mean scores for Spring 2023: 2.7 Initial Attempt and 3.3 for Midterm and Final Attempts**. This significant growth can be attributed to individual conferencing (student teacher and UC Faculty) and discussion about what a rationale is and why it is important to consider your rationale when planning a lesson. The

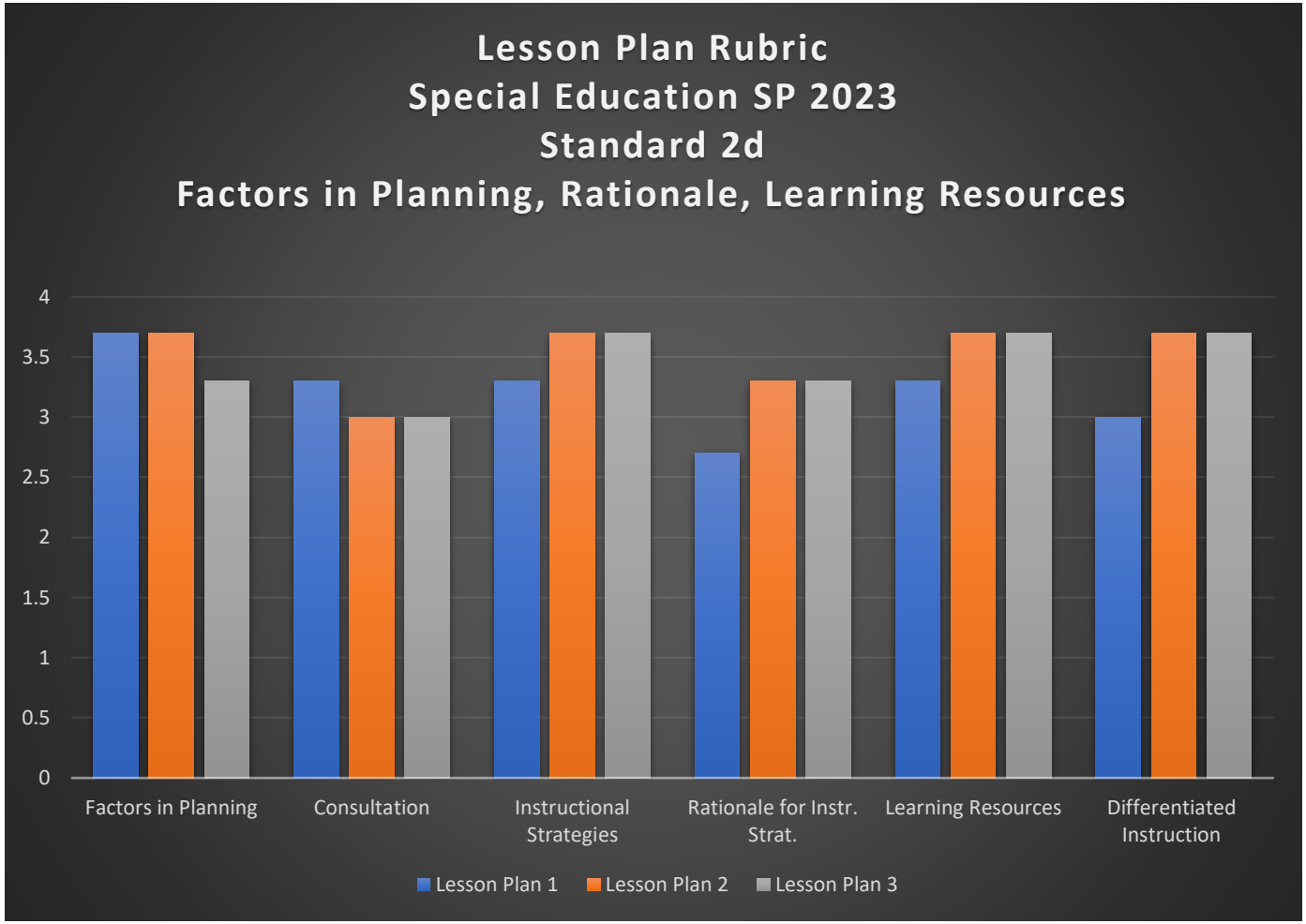
idea of a rationale was somewhat confusing and abstract to students when we introduced the updated Lesson Plan Rubric, but such conferences and classroom experiences and discussions are helping to clarify and solidify the idea and its importance. These conferences integrate Standard 2d's component of supporting students' growth in international and global perspectives.

3.**Learning Resources** provides evidence for **Standard 2d by supporting candidates'** *growth in international and global perspectives* as they explain integration of instructional resources, materials, and technology and also plan for the use of technology to enhance learning and manage and track performance.

As seen in the first chart below**, Spring 2023 data reflects a mean score of 4 (Distinguished) for the Initial Attempt, 3.5 for the Midterm Attempt, and 4 (Distinguished) for the Final Attempt**. These successful scores are reflective of the variety of instructional resources, materials, and technology applications candidates are exposed to and experience in Education Program courses throughout the program.

The second chart for **Secondary Special Education and Elementary/Special Education displays the following mean scores for Spring 2023: 3.3 Initial Attempt and 3.7 for Midterm and Final Attempts**. These successful scores are reflective of the variety of instructional resources, materials, and technology applications candidates are exposed to and experience in Education Program courses throughout the program.


Lesson Plan Rubric
Elememtary Education SP 2023
Standard 2d
Factors in Planning, Rationale, Learning Resources
4
3.5
3
2.5
2
1.5
1
0.5
0
Factors in Planning
Consultation
Instructional Strategies
Rationale for Instr. Strat.
Learning Resources
Differentiated Instruction
Lesson Plan 1
Lesson Plan 2
Lesson Plan 3



Student Teacher Assessment Rubric (STAR) The UC STAR is based on Standards 1-5 of the West Virginia Department of Education Office of School Improvement's Evaluation Rubric for Teachers: WVDE Evaluation Rubric for Teachers. Following each lesson taught (6 lessons observed by UC Faculty over the 14-week student teaching/residency placement), candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss

candidate progress throughout the semester during monthly program meetings and during informal discussions. **Student teachers are required to achieve scores of Emerging (2) or higher in all areas**. NOTE P-12 Partners compete 3 STAR forms-validity and consistency check and to monitor progress.

Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years.

UC STAR Data Charts Standard 2d

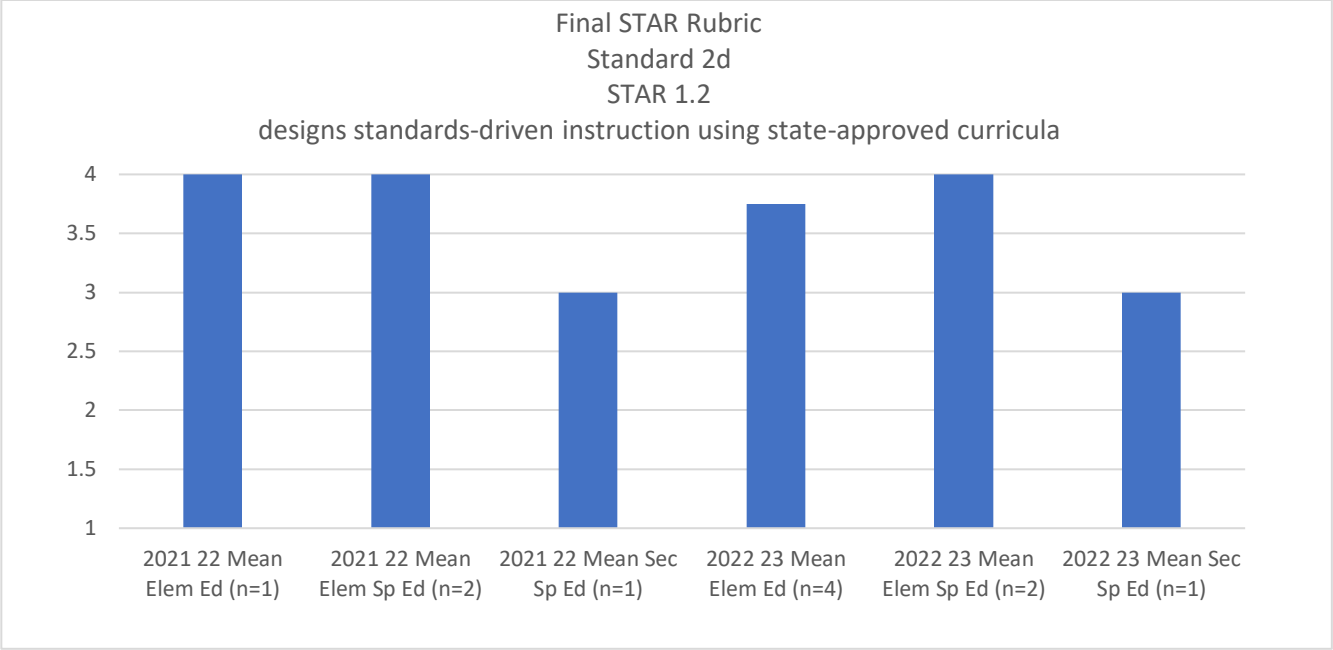
UC Student Teacher Assessment Rubric (STAR)

To address Standard 2d, *support students' growth in international and global perspectives,* student teachers were assessed using the UC Student Teacher Assessment Rubric. The data we share shows results of these assessments during the candidate's final evaluation. Data is disaggregated into three groups: Elementary Education, Elementary Special Education, and Secondary Special Education for the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. Those areas directly related to Standard 2d are:

1.2 The teacher candidate designs standards-driven instruction using state-approved curricula.
1.3 The teacher candidate uses a balanced assessment approach to guide student learning.
3.1 The teacher candidate utilizes a variety of research-based instructional strategies.

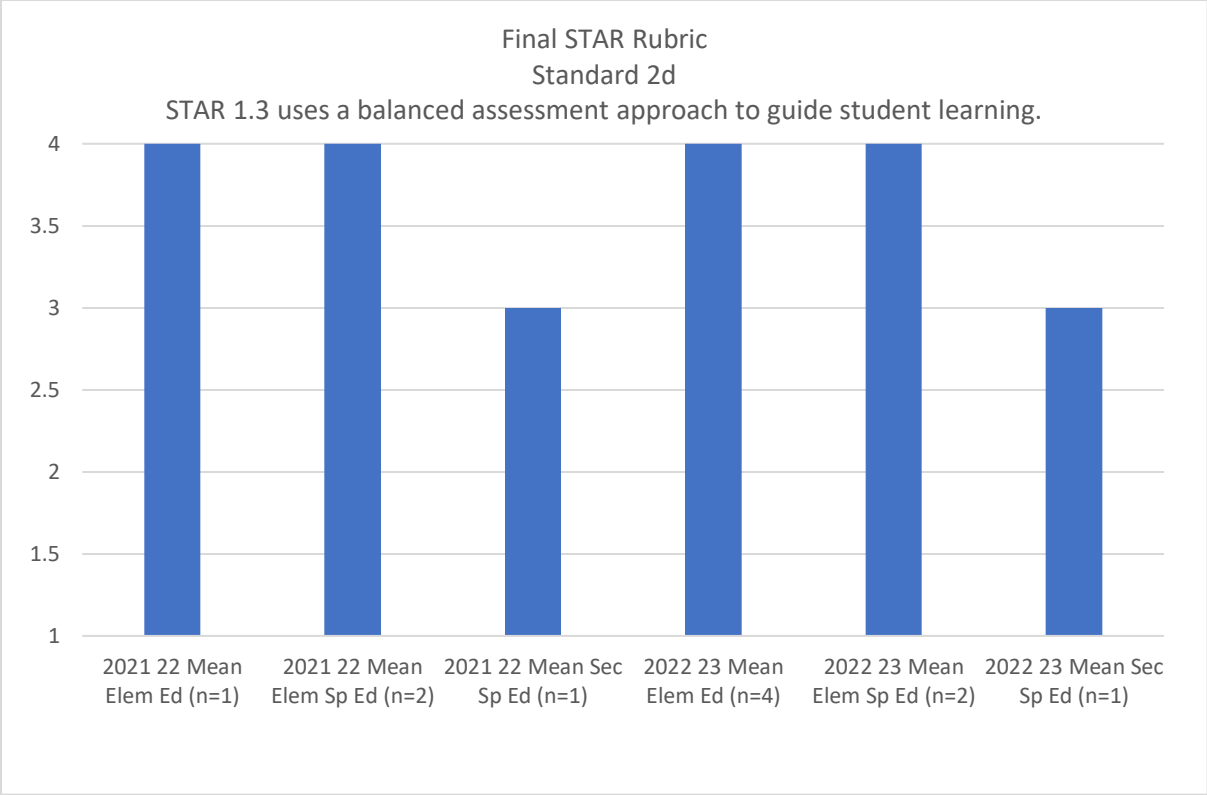
Standard 1.2 The teacher candidate designs standards-driven instruction using state-approved curricula.

The first chart shows **completers from all program and cohorts exceeding the requirement of Emerging (2)** for Standard 1.2. The Elementary Education completer for **2021-22 scored 4 (Distinguished**); the mean for the **2021-22 Elementary Special Education completers (n=2) was 4 (Distinguished)**; the **2021-22 Secondary Special Education completer scored 3 (Accomplished)**. The mean for **2022-23 Elementary Education completers (n=4) was 3.75 (Accomplished+);** The mean for Elementary and Special Education completers (n=2) was 4 **(Distinguished)**; and the **2022-23 Secondary Special Education completer scored 3 (Accomplished)**.



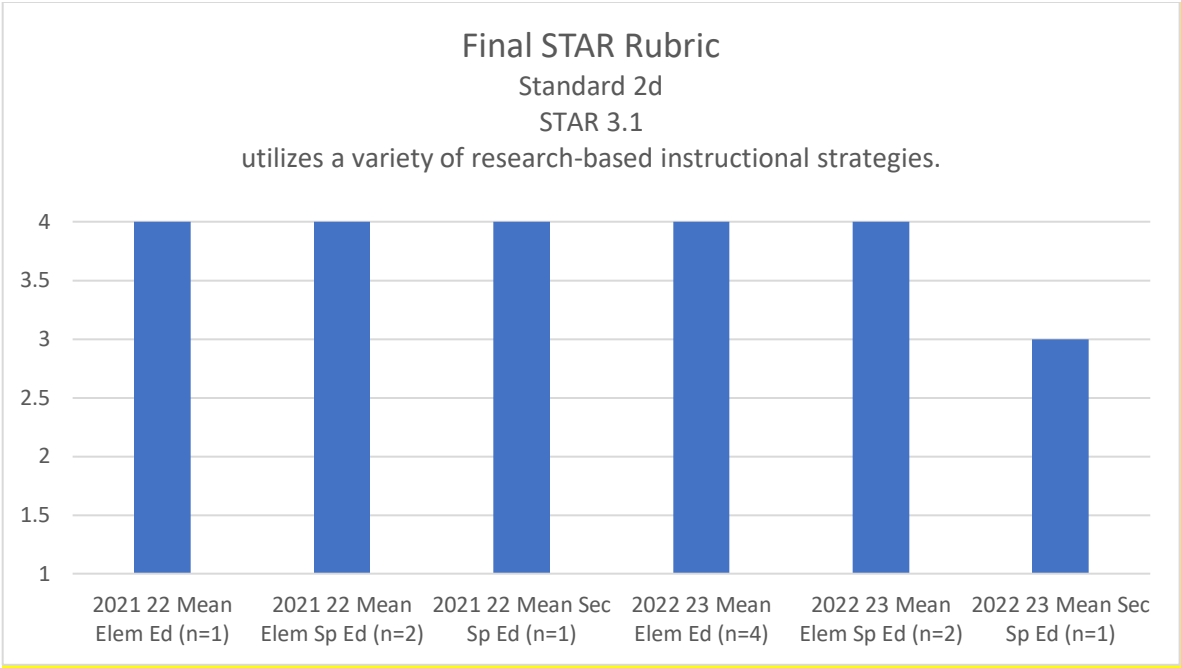
Standard 1.3 The teacher candidate uses a balanced assessment approach to guide student learning.

The next chart shows **completers from all program and cohorts exceeding the requirement of Emerging (2)** for Standard 1.3. The Elementary Education completer for **2021-22 scored 4 (Distinguished**); the mean for the **2021-22 Elementary Special Education completers (n=2) was 4 (Distinguished)**; the **2021-22 Secondary Special Education completer scored 3 (Accomplished)**. The mean for **2022-23 Elementary Education completers (n=4) was 4 (Distinguished)** The mean for Elementary and Special Education completers (n=2) was 4 **(Distinguished)**; and the **2022-23 Secondary Special Education completer scored 3 (Accomplished)**.



Standard 3.1 The teacher candidate utilizes a variety of research-based instructional strategies.

The next chart shows **completers from all program and cohorts exceeding the requirement of Emerging (2)** for Standard 12.1. The Elementary Education completer for **2021-22 scored 4 (Distinguished)**; the mean for the **2021-22 Elementary Special Education completers (n=2) was 4 (Distinguished)**; the **2021-22 Secondary Special Education completer scored 4 (Distinguished)**. The mean for **2022-23 Elementary Education completers (n=4) was 4 (Distinguished)** The **mean for Elementary and Special Education completers (n=2) was 4 (Distinguished)**; and the **2022-23 Secondary Special Education completer scored 3 (Accomplished)**.



Alumni Survey The Alumni/Completer survey is used to collect data from program completers annually. The survey is designed to elicit the perspective of recent program completers. Questions on these surveys were mapped to the AAQEP standards and are used as evidence that completers believe they have gained the content knowledge and skills necessary for professional practice. The survey is emailed directly to completers from the Program Director's email in an effort to maintain personal connection. For this aspect, the table provides the question and responses from respondents reporting completion for the academic years 2018-2023.

UC Alumni and Completer Survey

UC Alumni Survey Data Chart Standard 2d

To address *2d, support students' growth in international and global perspectives,* completers were asked to what degree they agreed or disagreed regarding their satisfaction about the following item they received during their time in the UC Education Program:

22. To what extent do you agree or disagree that the UC teacher preparation program gave you the basic skills to plan lessons with clear learning objectives/goals in mind

27. To what extent do you agree or disagree that the UC teacher preparation program gave you the basic skills to effectively teach students from culturally, socio-economically, and ethnically diverse backgrounds and communities

32. To what extent do you agree or disagree that the UC teacher preparation program gave you the basic skills to create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected

Of the eight respondents to the UC Alumni Survey their programs of completion are as follows:

3 Elementary and Special Education
3 Secondary Special Education
2 Elementary Education

Additionally, these respondents reported the following years of completion:

1 response: 2018

1 response: 2019

1 response: 2021

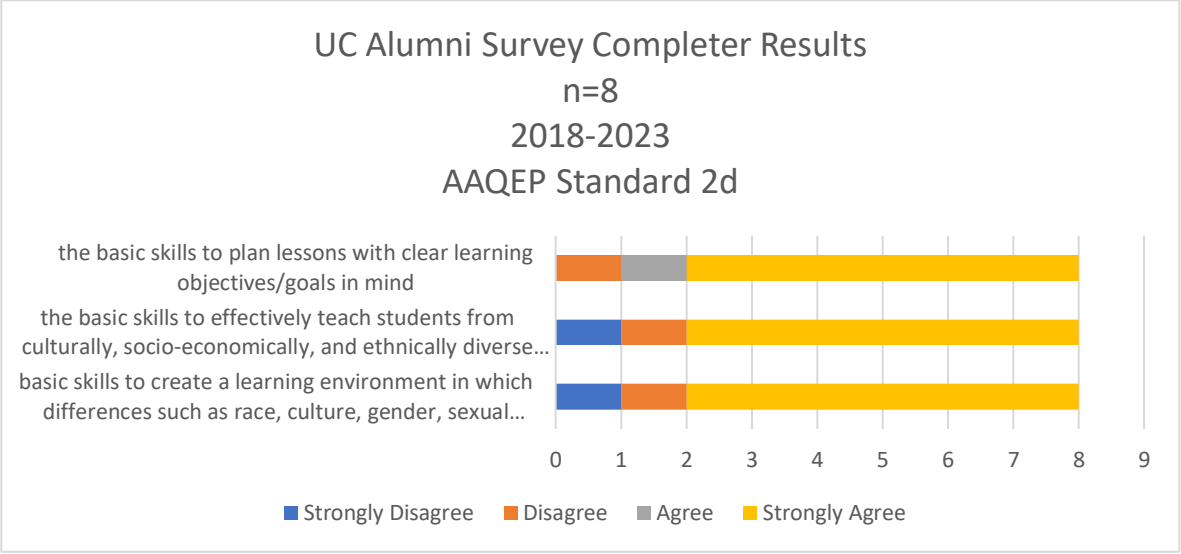
2 responses: 2022

3 responses: 2023

Despite a low n, data reveals a consistent picture of completer satisfaction as it relates to *2d, support students' growth in international and global perspectives*. For each of the items identified to correspond with Standard 2d, a majority of respondents reported strongly agreeing that they were satisfied with their preparation.

Education Faculty who began in Fall 2021 have focused on creating course experiences that are active and allow for a variety of interactions and perspectives. By continuing to do this and by consistently surveying our completers, we hope the empower our graduates with the ability to ensure that they have an understanding of creating productive learning environments and using strategies to support students' growth in international and global perspectives.

One final significant note: due to the nature of this survey, while it was anonymous, the year of graduation could be aligned with responses. We feel it is significant that all scores of disagree or strongly disagree came from the years 2018 and 2019, prior to the new leadership and instruction in the UC Education Programs. All responses from 2021, 2022, and 2023 all fell in the agree-strongly agree range.



Dispositions Survey Upon graduation, UC's candidates display the dispositions of effective educators through their interactions with staff, teachers, faculty, educational specialists, community stakeholders, students, and other learners. Their dispositions are assessed by cooperating teachers, cooperating mentors, program directors, faculty, and candidate self-analysis. As students' progress through benchmarks, which reflect the milestones of pre-admission to the Teacher Education Program (pre-candidacy), admission to

the program (candidacy), and student teaching/residency (program completion), they are required to demonstrate an understanding of "Know, Do, Be" at increasingly sophisticated degrees.

Dispositions are introduced and initially and informally self-assessed in EDUC 100 Introduction to Education. They are next formally assessed by Education Program Faculty during EDUC 299 Theories of Learning and Teaching as part of the Panels Program Admission Process**. To be admitted to the Education Program the student must demonstrate dispositions Emerging (1) or higher**. If a student does not demonstrate such dispositions, the student may receive provisional program admission with the understanding that they have two semesters to meet the requirement. In such a situation, faculty work with the student to offer support, resources, and opportunities for growth and development such as frequent conferencing both before and after lessons to be planned or taught. Self-assessment of dispositions occurs formally during EDUC 320 Integrated Methods which follows program admission usually during junior year. Final disposition assessment occurs in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area and are assessed by the cooperating teacher.

Our data is drawn from the years 2021-2023 in the following courses: EDUC 299 (pre-candidacy), EDUC 320 (candidacy), and EDUC 422 or EDUC 497 (program completion) during the 2021-2023 academic years. Please note that Self- Assessment Dispositions were not collected for Fall 2020 due to classes being entirely online. Therefore, there are only two data points for Disposition Self-Assessment, Fall 2021 and Fall 2022.

Data is disaggregated:

Program Admission-all majors by cohort
Self-Assessment-all majors by cohort
Final disposition-by major and by cohort

To address *2d. Support students' growth in international and global perspectives,* candidates were assessed using the UC Dispositions Survey. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. The area directly related to Standard 2d:

Advocacy

- Supports and empowers individuals from diverse backgrounds
- Includes families and other stakeholders in planning for individual success
- Advocates for the social, emotional, behavioral, and basic needs of others
- Demonstrates empathy, professional self-confidence, fairness, patience, persistence, problem-solving, and appropriate risk-taking on behalf of others

UC Dispositions Data Charts Standard 2d

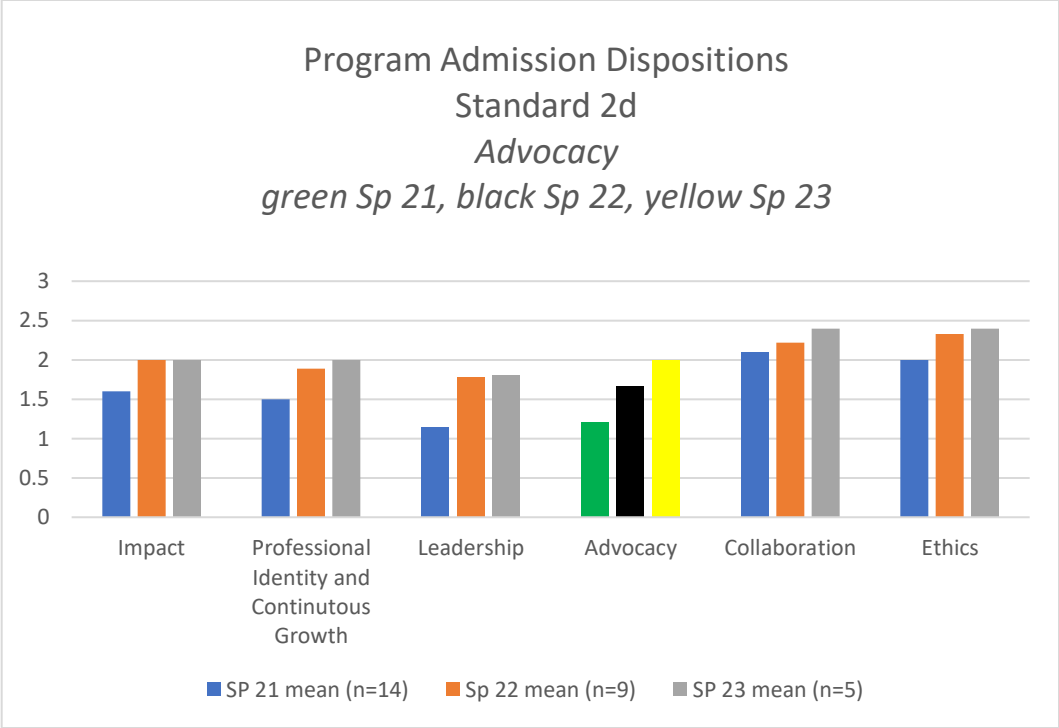
UC Dispositions Rubric

To provide evidence for Standard 2d, we will focus on only item one on the UC Disposition Rubric: Advocacy.

Program Admission Dispositions

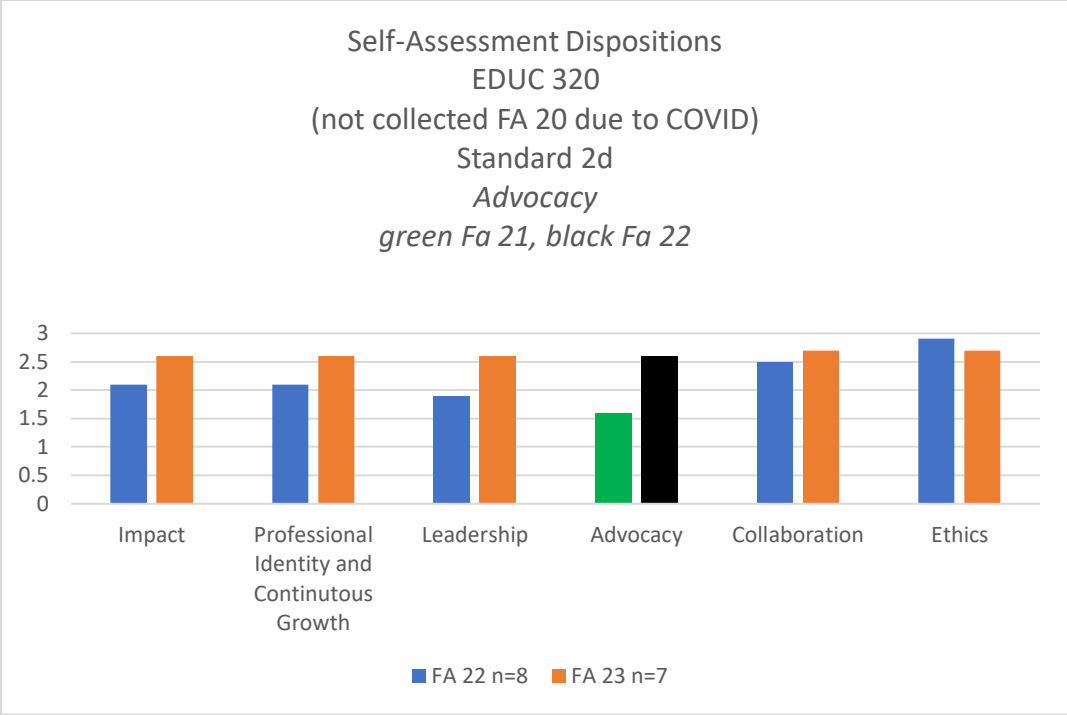
Regarding Advocacy, **the mean of candidates for all three data points, Spring 2021, Spring 2022, and Spring 2023, exceeded the required scores of Emerging (1**). The mean score for **Spring 2021 pre-candidates (n=14) was 1.2** (**Emerging**). The mean score for **Spring 2022 pre-candidates (n=9) was 1.67.** The mean score for **Spring 2023 pre-candidates (n=5) was 2 (Proficient)**.

It is important to note that Program Admission Dispositions are generally completed at the end of the sophomore year and usually students will have only had 2-3 field placements and limited opportunities for Advocacy related to students. This is often noted when faculty meet to complete Program Admission Dispositions.



Self-Assessment Dispositions

Regarding Advocacy **the mean of candidates for both data points, Fall 2021 and Fall 2022, exceeded the required scores of Emerging (1)**. The mean score for **Fall 2021 candidates (n=8) was 1.6**. The mean score for **Fall 2022 pre-candidates (n=7) was 2.6 (Proficient +).**



Final Dispositions

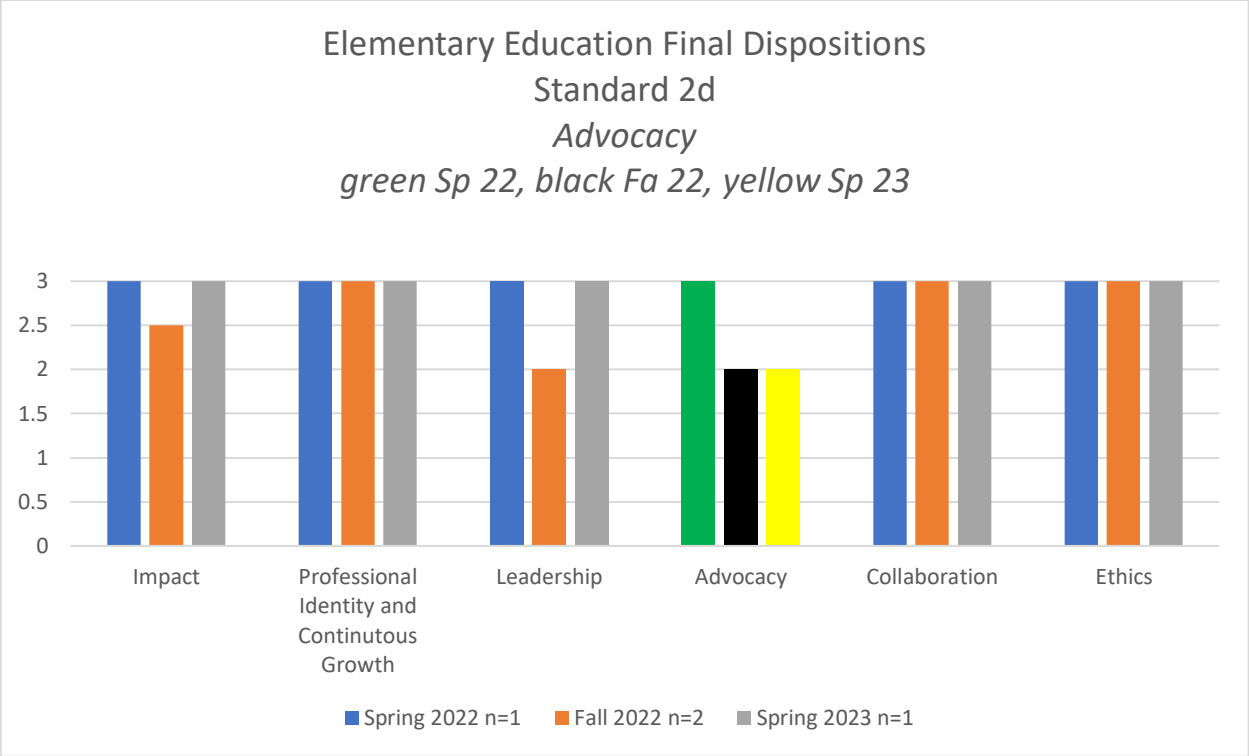
As shown on the chart below, **Elementary Education** completers for Spring 2022, Fall 2022, and Spring 2023 **all surpassed the minimum required score "Emerging" (1 point) regarding Leadership and Advocacy.**

It should be noted that:

-There were no Elementary Education completers for Fall 2021.

-Spring 2023 should have an n=2 as with other tools, but the disposition for that individual student was not submitted.

Regarding Advocacy, completers for Spring 2022, Fall 2022, and Spring 2023 **all surpassed the minimum required score "Emerging" (1 point). Spring 2022 (n=1) score was 3 (Exemplary), Fall 2022 (n=2) mean was 2 (Proficient), and Spring 2023 (n=1) scores was 2 (Proficient).**



Teacher Candidate Assessment Rubric (TCAR) The UC TCAR reflects Standards 1-3 of the UC STAR Rubric which, as reported above, is based on the West Virginia Department of Education Office of School Improvement's Evaluation Rubric for Teachers: WVDE Evaluation Rubric for Teachers. Students are initially introduced to the TCAR during EDUC 100 Introduction to Education where the rubric is reviewed and discussed and where students are able to complete a TCAR for a teacher they are observing during their required field placement hours for the course. Depending on the level of the course (generally 1 TCAR observation for 200 level courses and 2 TCAR observations for 300 level courses) following each lesson taught, pre candidates and candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members

also discuss candidate progress throughout the semester during monthly program meetings and during informal discussions.
Faculty support candidates to work toward achieving the required scores for graduation of Emerging(2) throughout their coursework.
NOTE P-12 Partners compete 3 STAR forms-validity and consistency check and to monitor progress.

UC TCAR Areas of Focus

- Standard 1 Curriculum and Planning
- Standard 2 The Learner and the Learning Environment
- Standard 3 Teaching

Our data is drawn from the following 300 level course from the academic years 2021-2023:

- EDUC 320 Integrated Methods (taken by all Education majors)
- EDUC 360 High Incidence Disabilities (taken by all Special Education majors)
- EDUC 372 and 374 Fundamentals of Reading Instruction (taken by Elementary Education majors 1-2 semesters before student teaching)
- EDUC 378 Elementary Methods (taken by Elementary Education majors 1 semester before student teaching or with student teaching as of Fall 2024 with change to the Residency Model).

UC TCAR
UC TCAR Data Charts Standard 2d

To address Standard 2d, *support students' growth in international and global perspectives,* student teachers were assessed using the UC Student Teacher Assessment Rubric. The data we share shows results of these assessments during the candidate's final evaluation. Data is disaggregated into three groups: Elementary Education, Elementary Special Education, and Secondary Special Education for the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. Those areas directly related to Standard 2d are:

Standard 1.2 The teacher candidate designs standards-driven instruction using state-approved curricula.
Standard 1.3 The teacher candidate uses a balanced assessment approach to guide student learning.
Standard 3.1 The teacher candidate utilizes a variety of research-based instructional strategies.

Data explanation:

- TCAR results reflect scores collected Fall 2022-Spring 2023 due to faculty and leadership transition in 2021-2022. Students completed TCAR throughout that time as well, but collection procedures and expectations were fully established and consistent by Fall 2022.

- All mean scores for the courses presented below **exceed the minimum of Emerging (2 points)** which is required for graduation.

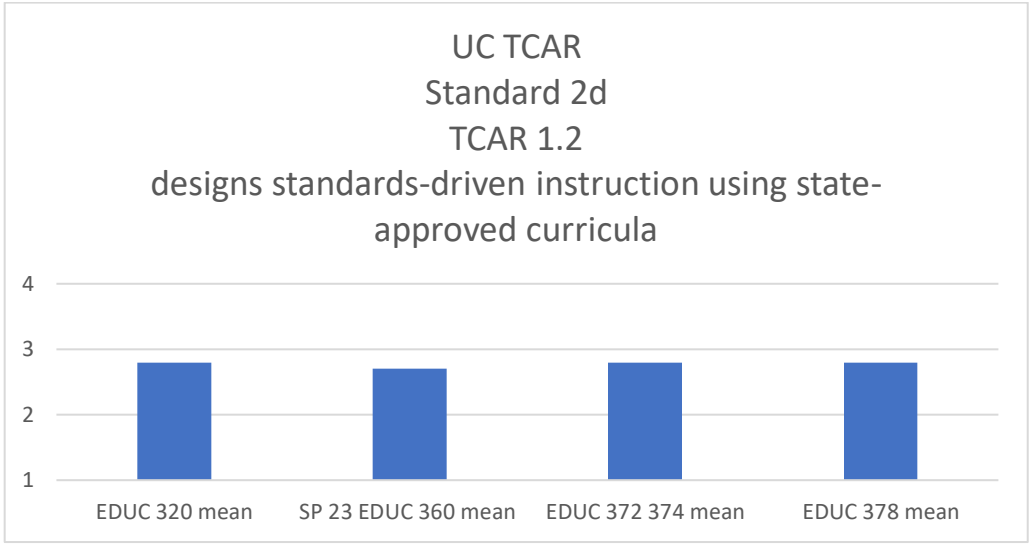
- Data from EDUC 320 Integrated Methods (taken by all Education majors during junior year) is the mean scores of the two TCARs completed during the course.
    - The mean score for **Standard 1.2,** design standards-driven instruction using state-approved curricula**, for Fall 2022 was 2.75 (Emerging +)**
    - The mean score for **Standard 1.3**, use a balanced assessment approach to guide student learning, **for Fall 2022 was 2.8 (Emerging +)**
    - **The mean score for Standard 3.1,** motivates and engages students in learning, problem solving and collaboration, for **Fall 2022 was 2.8 (Emerging+)**
    - The upper Emerging level is where we encourage candidates to aim for in their junior year so they can focus on further growth into the Accomplished area the following semester.

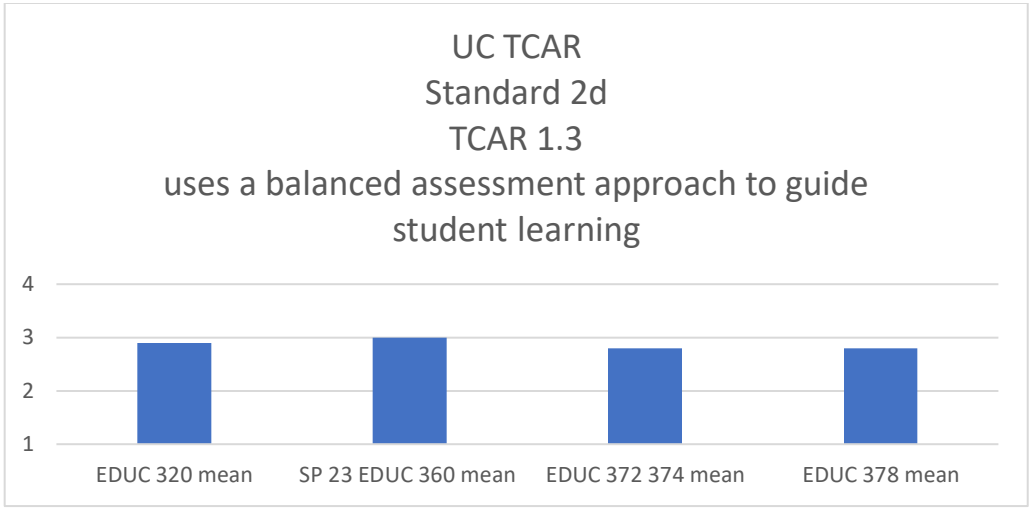
- Data from EDUC 360 High Incidence Disabilities (taken by all Special Education majors junior or senior year) is a mean of the scores of the one TCAR completed for the course.
    - The mean score for **Standard 1.2,** design standards-driven instruction using state-approved curricula**, for Fall 2022 was 2.7 (Emerging +)**
    - The mean score for **Standard 1.3**, use a balanced assessment approach to guide student learning, **for Fall 2022 was 3 (Accomplished).**
    - **The mean score for Standard 3.1,** motivates and engages students in learning, problem solving and collaboration, for **Fall 2022 was 3 (Accomplished)**
    - These Accomplished means show the growth during the end of junior year and the beginning of senior year for which we aim as a faculty.

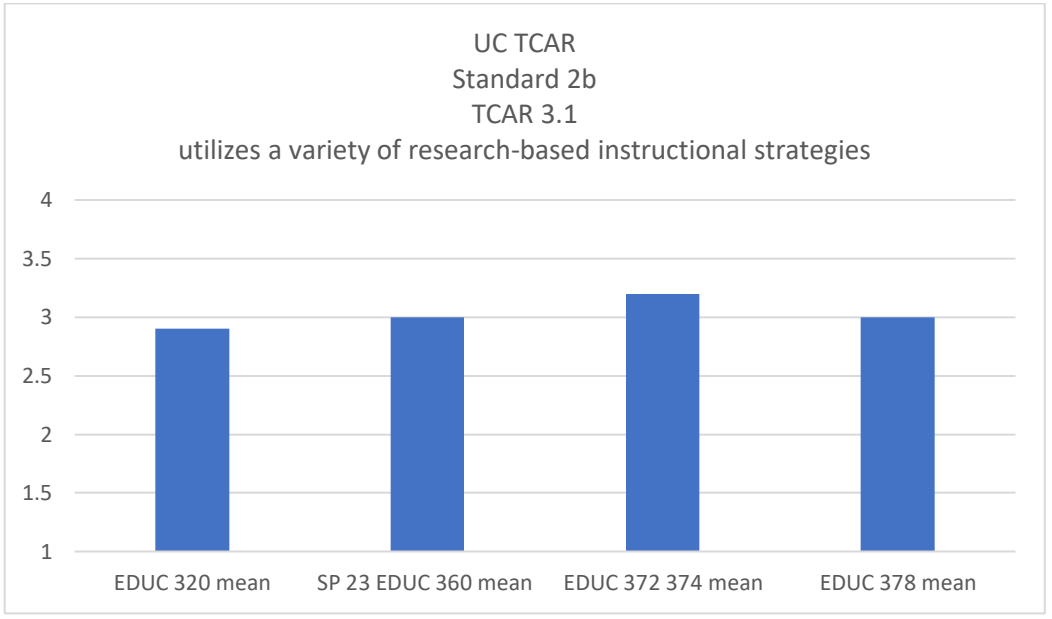
- Data from EDUC 372 Fundamentals of Reading Instruction (taken by Elementary Education majors 1-2 semesters before student teaching) is the mean scores of the two TCARs completed during the course.

- The mean score for **Standard 1.2,** design standards-driven instruction using state-approved curricula**, for Fall 2022 was 2.8 (Emerging +)**
- The mean score for **Standard 1.3**, use a balanced assessment approach to guide student learning, **for Fall 2022 was 2.8 (Emerging +).**
- **The mean score for Standard 3.1,** motivates and engages students in learning, problem solving and collaboration, for **Fall 2022 was 3.2 (Accomplished)**

- Data from EDUC 378 Elementary Methods (taken by Elementary Education majors 1 semester before student teaching or during residency as of Fall 2024 with change to the Residency Model) is the mean scores of the two TCARs completed during the course.
  - The mean score for **Standard 1.2,** design standards-driven instruction using state-approved curricula**, for Fall 2022 was 2.8 (Emerging +)**
  - The mean score for **Standard 1.3**, use a balanced assessment approach to guide student learning, **for Fall 2022 was 2.8 (Emerging +).**
  - **The mean score for Standard 3.1,** motivates and engages students in learning, problem solving and collaboration, for **Fall 2022 was 3 (Accomplished)**




UC TCAR
Standard 2d
TCAR 1.3
uses a balanced assessment approach to guide student learning
4
3
2
1
EDUC 320 mean
SP 23 EDUC 360 mean
EDUC 372 374 mean
EDUC 378 mean


UC TCAR
Standard 2b
TCAR 3.1
utilizes a variety of research-based instructional strategies
4
3.5
3
2.5
2
1.5
1
EDUC 320 mean
SP 23 EDUC 360 mean
EDUC 372 374 mean
EDUC 378 mean

West Virginia Teacher Performance Assessment (WVTPA) The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all UC candidates during the culminating student teaching/residency 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); 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 record and analyze teaching episodes. After teaching the unit, candidates 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 trained UC Education Program Faculty. The four-point rating scale on each rubric reflects the same descriptors used for beginning teachers 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 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. Candidate performance on the TPA is used to provide evidence for program completion. Candidates include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that taught. Each of these are a required part of the TPA. If one or more sections are omitted, the candidate is required to remediate and re-do the TPA.

To address Standard 2d, *support students' growth in international and global perspectives,* student teachers were assessed using the WVTPA. The data we share shows results of these assessments during the candidate's final evaluation. Data is not disaggregated in this section and all three programs, Elementary Education, Elementary Special Education, and Secondary Special Education and accounted for in the charts below for both the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. The areas directly related to Standard 2d are:

4A Factors in Planning

4D Rationale for Instructional Strategies

4E Learning Resources

Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years.

UC WVTPA Data Chart Standard 2d

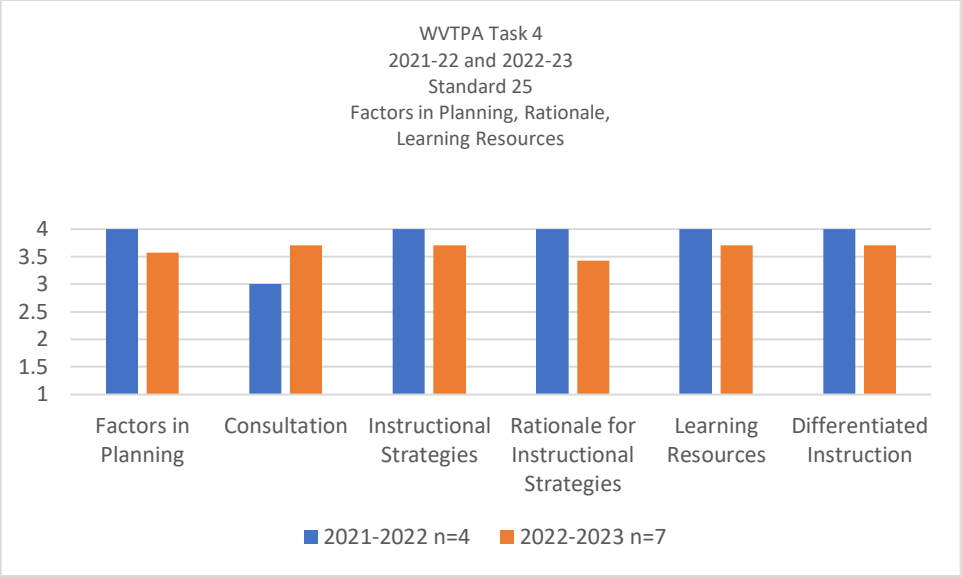
West Virginia Teacher Performance Assessment (WVTPA)

For all of the applicable sections of WVTPA Standards 4A, 4D, and 4E, completers from both cohorts **exceeded the required score of Emerging (2 points).**

For 4A Factors in Planning, the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was 3.7.**

For 4D Rationale for Instructional Strategies, the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was 3.5.**

For 4E Learning Resources, the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was 3.7.**



2e. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection.

Across the University of Charleston's Education Program, we consistently provide candidates with knowledge and skills related to establishing goals for their own professional growth and engaging in self-assessment, goal setting, and reflection. This is evidenced by results from multiple sources and multiple perspectives, including: Dispositions data (candidate/faculty/P12 Partner) and the West Virginia Teacher Performance Assessment (WVTPA). The evidence is presented here:

Dispositions Survey Upon graduation, UC's candidates display the dispositions of effective educators through their interactions with staff, teachers, faculty, educational specialists, community stakeholders, students, and other learners. Their dispositions are assessed by cooperating teachers, cooperating mentors, program directors, faculty, and candidate self-analysis. As students' progress through benchmarks, which reflect the milestones of pre-admission to the Teacher Education Program (pre-candidacy), admission to the program (candidacy), and student teaching/residency (program completion), they are required to demonstrate an understanding of "Know, Do, Be" at increasingly sophisticated degrees.

Dispositions are introduced and initially and informally self-assessed in EDUC 100 Introduction to Education. They are next formally assessed by Education Program Faculty during EDUC 299 Theories of Learning and Teaching as part of the Panels Program Admission Process**. To be admitted to the Education Program the student must demonstrate dispositions Emerging (1) or higher**. If a student does not demonstrate such dispositions, the student may receive provisional program admission with the understanding that they have two semesters to meet the requirement. In such a situation, faculty work with the student to offer support, resources, and opportunities for growth and development such as frequent conferencing both before and after lessons to be planned or taught. Self-assessment of dispositions occurs formally during EDUC 320 Integrated Methods which follows program admission usually during junior year. Final disposition assessment occurs in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area and are assessed by the cooperating teacher.

Our data is drawn from the years 2021-2023 in the following courses: EDUC 299 (pre-candidacy), EDUC 320 (candidacy), and EDUC 422 or EDUC 497 (program completion) during the 2021-2023 academic years. Please note that Self- Assessment Dispositions were not collected for Fall 2020 due to classes being entirely online. Therefore, there are only two data points for Disposition Self-Assessment, Fall 2021 and Fall 2022.

Data is disaggregated:
Program Admission-all majors by cohort
Self-Assessment-all majors by cohort
Final disposition-by major and by cohort

To address *2e establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection,* candidates were assessed using the UC Dispositions Survey. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. The areas directly related to Standard 2e:

Impact

- Demonstrates commitment to learners and the field of education
- Demonstrates the belief that all individuals can succeed
- Respects and responds to individual needs
- Provides equitable learning and development opportunities for all
- Has high expectations for all learners
- Seeks professional development opportunities

Professional Identity and Continuous Growth

- Maintains positive attitude in academic and professional settings
- Displays professional appearance
- Communicates using acceptable oral and written language
- Demonstrates punctuality in meeting academic and professional obligations
- Accepts and acts on constructive feedback from others
- Responds positively and flexibly to adversity
- Demonstrates self-initiated learning
- Goes beyond what is expected
- Reflects on practices and experiences to overcome limitations and enhance strengths

Leadership

- Creates opportunities for the mutual benefit of all involved
- Promotes positive change through personal interactions, organizations, communities and the profession
- Initiates, suggests, and contributes in appropriate ways
- Maintains knowledge of and shares information about current research and best practices
- Reacts positively to others' suggestions or ideas

UC Disposition Rubric Data Charts Standard 2e

UC Dispositions Rubric

To provide evidence for Standard 2e, we will focus on only item one Impact, Professional Identity and Continuous Growth, and Leadership on the UC Disposition Rubric.

It should be noted that:

-There were no Elementary Education completers for Fall 2021.

-Spring 2023 Elementary Education completers should have an n=2 as with other tools, but the disposition for that individual student was not submitted.

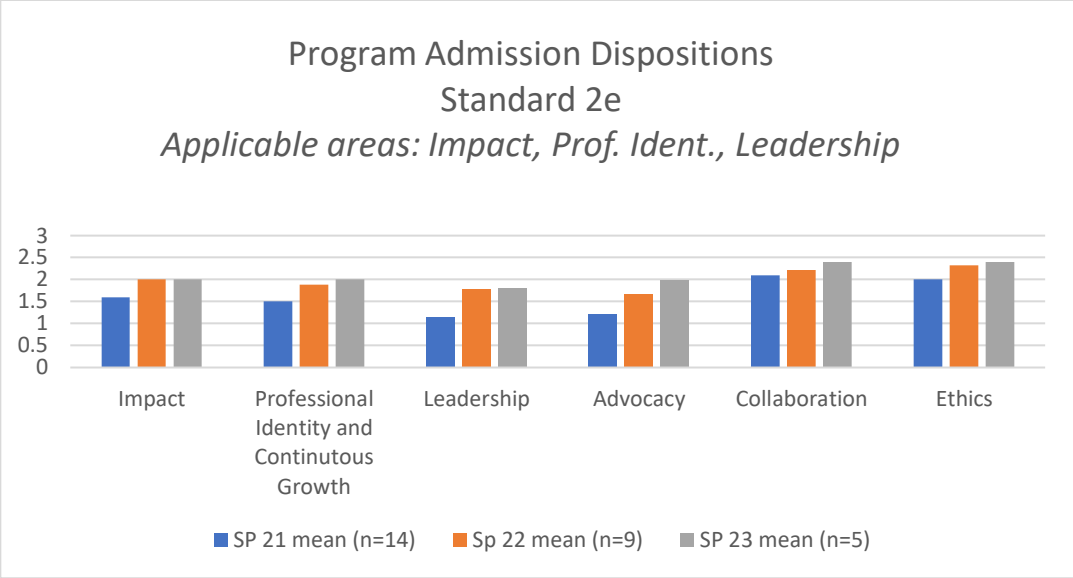
Program Admission Dispositions

Regarding Impact, **the mean of candidates for all three data points, Spring 2021, Spring 2022, and Spring 2023, exceeded the required scores of Emerging (1**). The mean score for **Spring 2021 pre-candidates (n=14) was 1.6** (**Emerging**). The mean score for **Spring 2022 pre-candidates (n=9) was 2 (Proficient).** The mean score for **Spring 2023 pre-candidates (n=5) was 2 (Proficient)**.

Regarding Professional Identity and Continuous Growth, **the mean of candidates for all three data points, Spring 2021, Spring 2022, and Spring 2023, exceeded the required scores of Emerging (1**). The mean score for **Spring 2021 pre-candidates (n=14) was 1.5** (**Emerging**). The mean score for **Spring 2022 pre-candidates (n=9) was 1.9 (Emerging+).** The mean score for **Spring 2023 pre-candidates (n=5) was 2 (Proficient)**.

Regarding Leadership, **the mean of candidates for all three data points, Spring 2021, Spring 2022, and Spring 2023, exceeded the required scores of Emerging (1**). The mean score for **Spring 2021 pre-candidates (n=14) was 1.14** (**Emerging**). The mean score for **Spring 2022 pre-candidates (n=9) was 1.8 (Emerging+).** The mean score for **Spring 2023 pre-candidates (n=5) was 1.8 (Emerging+).**

It is important to note that Program Admission Dispositions are generally completed at the end of the sophomore year and usually students will have only had 2-3 field placements and limited opportunities for Impact related to students in the classroom. This is often noted when faculty meet to complete Program Admission Dispositions.

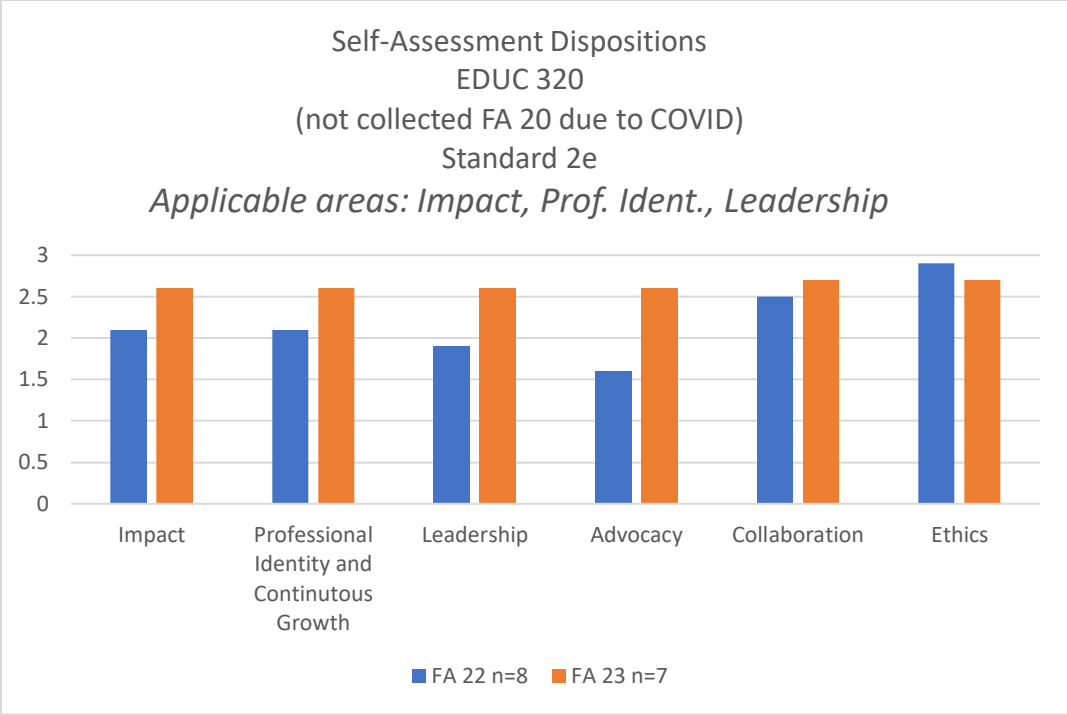


Self-Assessment Dispositions

Regarding Impact, **the mean of candidates for all three data points, Spring 2021, Spring 2022, and Spring 2023, exceeded the required scores of Emerging (1)**. The mean score for **Spring 2021 pre-candidates (n=14) was 2.1 (Proficient)**. The mean score for **Spring 2022 pre-candidates (n=9) was 2.6 (Proficient+).**

Regarding Professional Identity and Continuous Growth, **the mean of candidates for all three data points, Spring 2021, Spring 2022, and Spring 2023, exceeded the required scores of Emerging (1)**. The mean score for **Spring 2021 pre-candidates (n=14) was 2.1 (Proficient)**. The mean score for **Spring 2022 pre-candidates (n=9) was 2.6 (Proficient+).**

Regarding Leadership, **the mean of candidates for all three data points, Spring 2021, Spring 2022, and Spring 2023, exceeded the required scores of Emerging (1)**. The mean score for **Spring 2021 pre-candidates (n=14) was 1.9 (Emerging+)**. The mean score for **Spring 2022 pre-candidates (n=9) was 2.6 (Proficient+).**



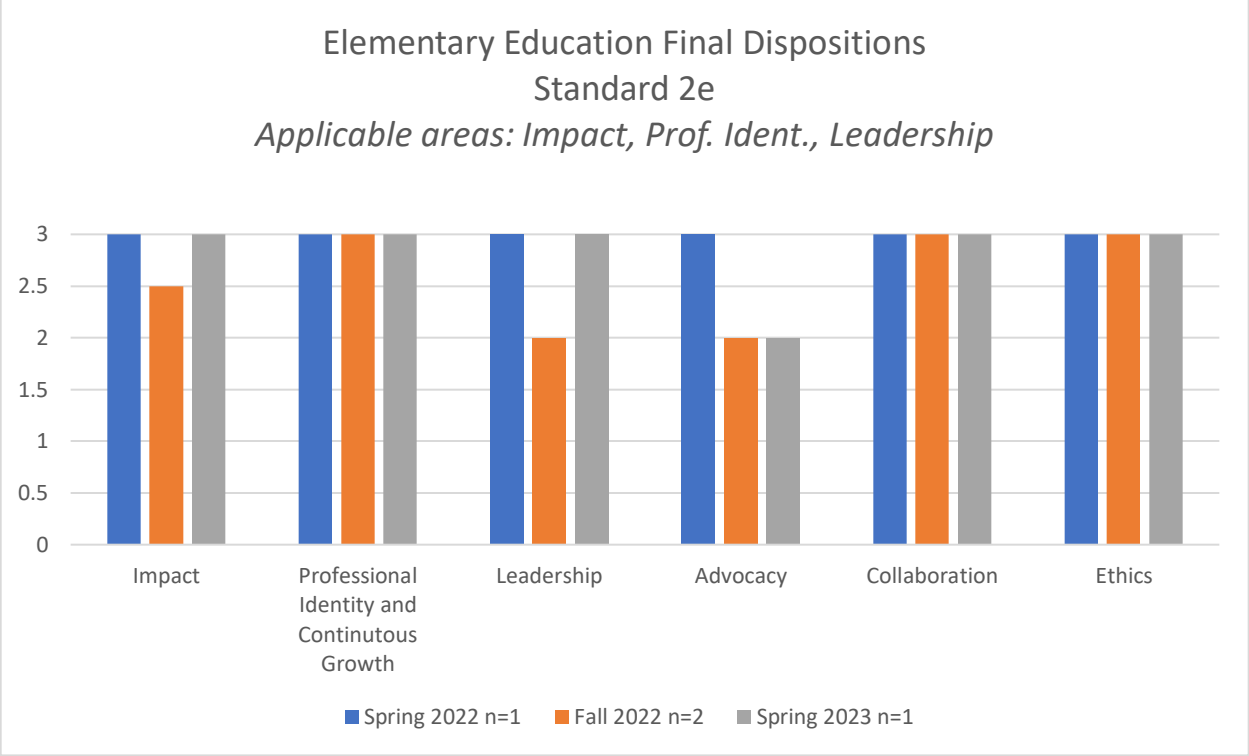
Final Dispositions

Elementary Education

Regarding Impact, completers for Spring 2022, Fall 2022, and Spring 2023 **all surpassed the minimum required score "Emerging" (1 point). Spring 2022 (n=1) score was 3 (Exemplary), Fall 2022 (n=2) mean was 2.5 (Proficient), and Spring 2023 (n=1) scores was 3 (Proficient).**

Regarding Professional Identity and Continuous Growth, **the mean of candidates for all three data points, Spring 2021, Spring 2022, and Spring 2023, exceeded the required scores of Emerging (1**). The mean score for **Spring 2022 (n=1), Fall 2022 (n=2), and Spring 2023, was 3 (Proficient).**

Regarding **Leadership**, **the mean of candidates for all three data points, Spring 2021, Spring 2022, and Spring 2023, exceeded the required scores of Emerging (1). Spring 2022 (n=1) mean score was 3 (Exemplary), Fall 2022 (n=2) mean was 2 (Proficient), and Spring 2023 (n=1) scores was 3 (Proficient).**

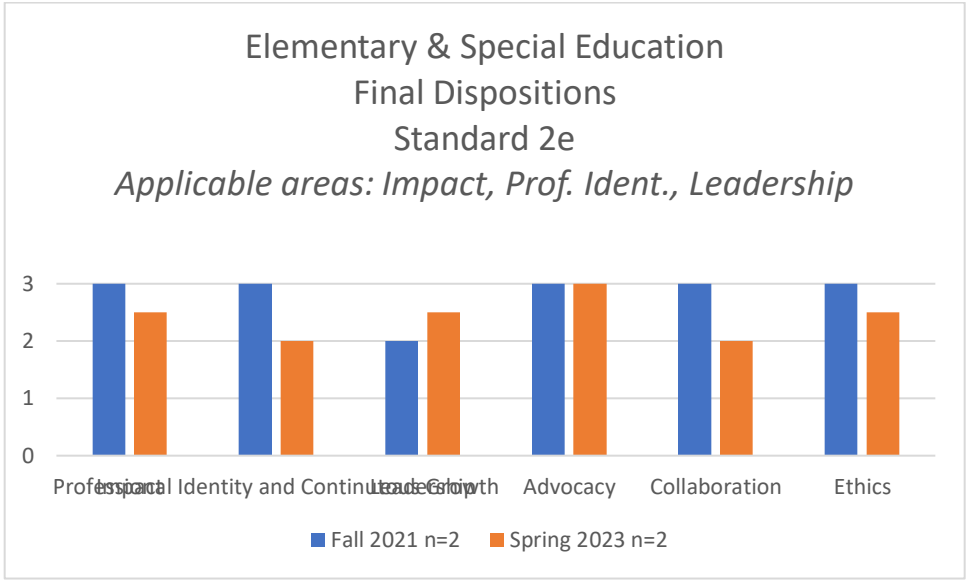


Elementary and Special Education

Regarding **Impact,** completers for Fall 2021 and Spring 2023 **surpassed the minimum required score "Emerging" (1 point). Fall 2021 (n=2) mean was 3 (Exemplary), and Spring 2023 (n=1) scores was 2.5 (Proficient).**

Regarding **Professional Identity and Continuous Growth**, completers for Fall 2021 and Spring 2023 **surpassed the minimum required score "Emerging" (1 point). Fall 2021 (n=2) mean was 3 (Exemplary), and Spring 2023 (n=1) scores was 2 (Proficient).**

Regarding **Leadership,** completers for Fall 2021 and Spring 2023 **surpassed the minimum required score "Emerging" (1 point). Fall 2021 (n=2) mean was (Proficient), and Spring 2023 (n=1) scores was 2.5 (Proficient+).**

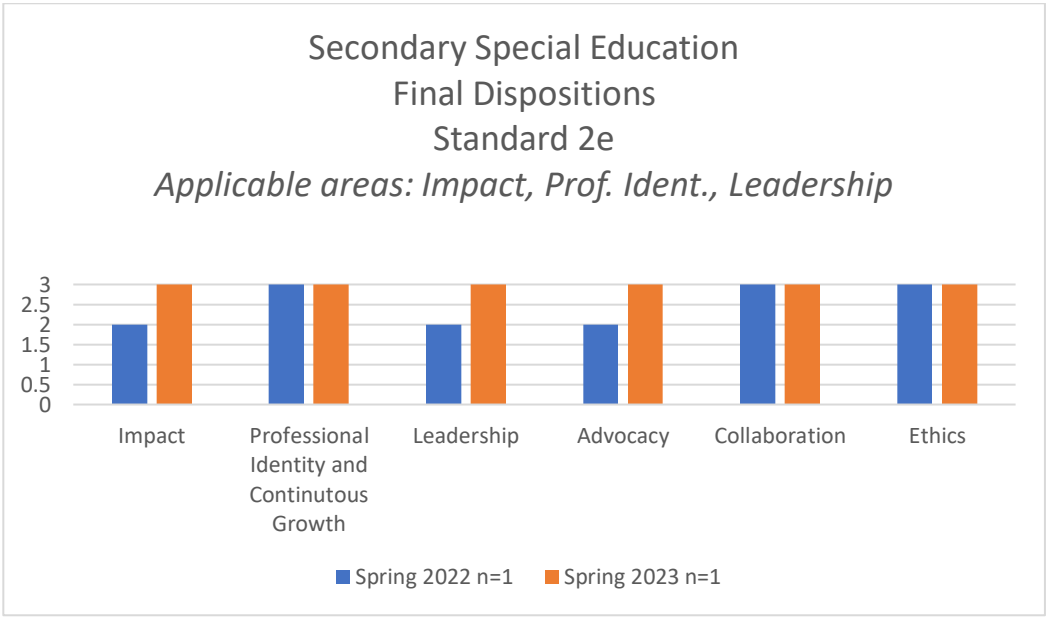


Secondary Special Education

Regarding **Impact,** completers for Spring 2022 and Spring 2023 **surpassed the minimum required score "Emerging" (1 point). Spring 2022 (n=2) scored a 2 (Proficient), and Spring 2023 (n=1) scores was 3 (Exemplary).**

Regarding **Professional Identity and Continuous Growth**, completers for Spring 2022 and Spring 2023 **surpassed the minimum required score "Emerging" (1 point). Spring 2022 (n=2) scored a 3 (Exemplary), and Spring 2023 (n=1) scores was 3 (Exemplary).**

Regarding **Leadership**, completers for Spring 2022 and Spring 2023 **surpassed the minimum required score "Emerging" (1 point). Spring 2022 (n=2) scored a 2 (Proficient), and Spring 2023 (n=1) scores was 3 (Exemplary).**



West Virginia Teacher Performance Assessment (WVTPA). The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all UC candidates during the culminating student teaching/residency 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); 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 record and analyze teaching episodes. After teaching the unit, candidates 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 trained UC Education Program Faculty. The four-point rating scale on each rubric reflects the same descriptors used for beginning teachers 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 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. Candidate performance on the TPA is used to provide evidence for program completion. Candidates include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that taught. Each of these are a required part of the TPA. If one or more sections are omitted, the candidate is required to remediate and re-do the TPA.

To address Standard 2e, *2e. establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection.,* student teachers were assessed using the WVTPA. The data we share shows results of these assessments during the candidate's final evaluation. Data is not disaggregated in this section and all three programs, Elementary Education, Elementary Special Education, and Secondary Special Education and accounted for in the charts below for both the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. The areas directly related to Standard 2e are:

7A Insights on Teaching and Learning

7D Professional Growth

Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years.

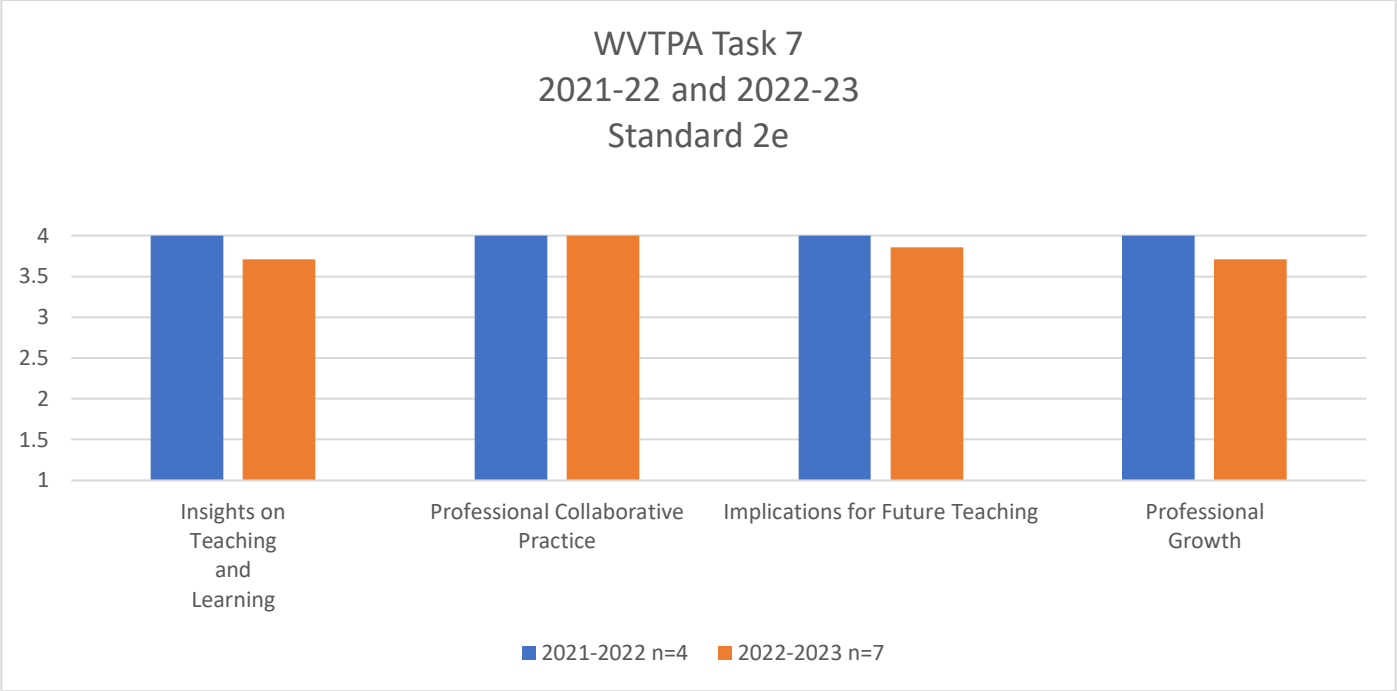
UC WVTPA Data Chart Standard 2e

West Virginia Teacher Performance Assessment (WVTPA)

For both applicable sections of WVTPA Standards 7A and 7D, completers from both cohorts **exceeded the required score of Emerging (2 points).**

For 7A Insights on Teaching and Learning, **completers from 2021-2022 (n=4) had a mean of 4 (Distinguished), and completers from 2022-23 (n=7) had a mean of 3.75 (Accomplished +).**

7D Professional Growth, **completers from 2021-2022 (n=4) had a mean of 4 (Distinguished), and completers from 2022-23 (n=7) had a mean of 3.75 (Accomplished +).**



2f. Collaborate with colleagues to support professional learning.

Across the University of Charleston's Education Program, we consistently provide candidates with knowledge and skills related to collaborating with colleagues to support professional learning. This is evidenced by results from multiple sources and multiple perspectives, including: Lesson Plan Rubric (faculty perspective); , Student Teacher Assessment Rubric (STAR) data (faculty/P12 partners),Alumni surveys (completer perspective), Dispositions data (candidate/faculty/P12 Partner), Teacher Candidate Assessment Rubric (TCAR) data (faculty/P12 partners) West Virginia Teacher Performance Assessment (WVTPA). The evidence is presented here:

Lesson Plan Rubric The UC Lesson Plan Rubric was updated in Spring 2022 to reflect the established Design for Instruction Rubric found in the WVTPA. The new rubric was implemented in Fall 2022 and we began gathering data in Spring 2023. This change was made to allow students to have consistent experiences with lesson plan expectations and concepts throughout their time in the UC Education Program, thus always working toward growth and mastery related to all requirements of the UC Lesson Plan Rubric and therefore the WVTPA Design for Instruction Rubric. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals Earned scores are: Distinguished (4 points), Accomplished (3 points), Emerging (2 points), and Unsatisfactory (1 point). **Candidates must score Emerging (2) or above in all categories to successfully complete Student Teaching.**

Following each lesson taught (6 lessons observed by UC Faculty over the 14-week student teacher/residency placement), candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress related to lesson planning throughout the semester during monthly program meetings and during informal discussions.

UC Lesson Plan Rubric Data Charts Standard 2f

UC Lesson Plan Rubric

To address 2f, *collaborate with colleagues to support professional learning,* student teachers were assessed using the UC Lesson Plan Rubric. The data we share shows results of these assessment at three points in time: initial assessment, midterm assessment, and final assessment. Data is disaggregated into two groups: Elementary Education (2 completers) and Special Education (3 completers). In this case we have combined the Elementary Education/Special Education (2 completers) and Secondary Special Education (1 completer) due to a low n. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. The area directly related to Standard 2f is:

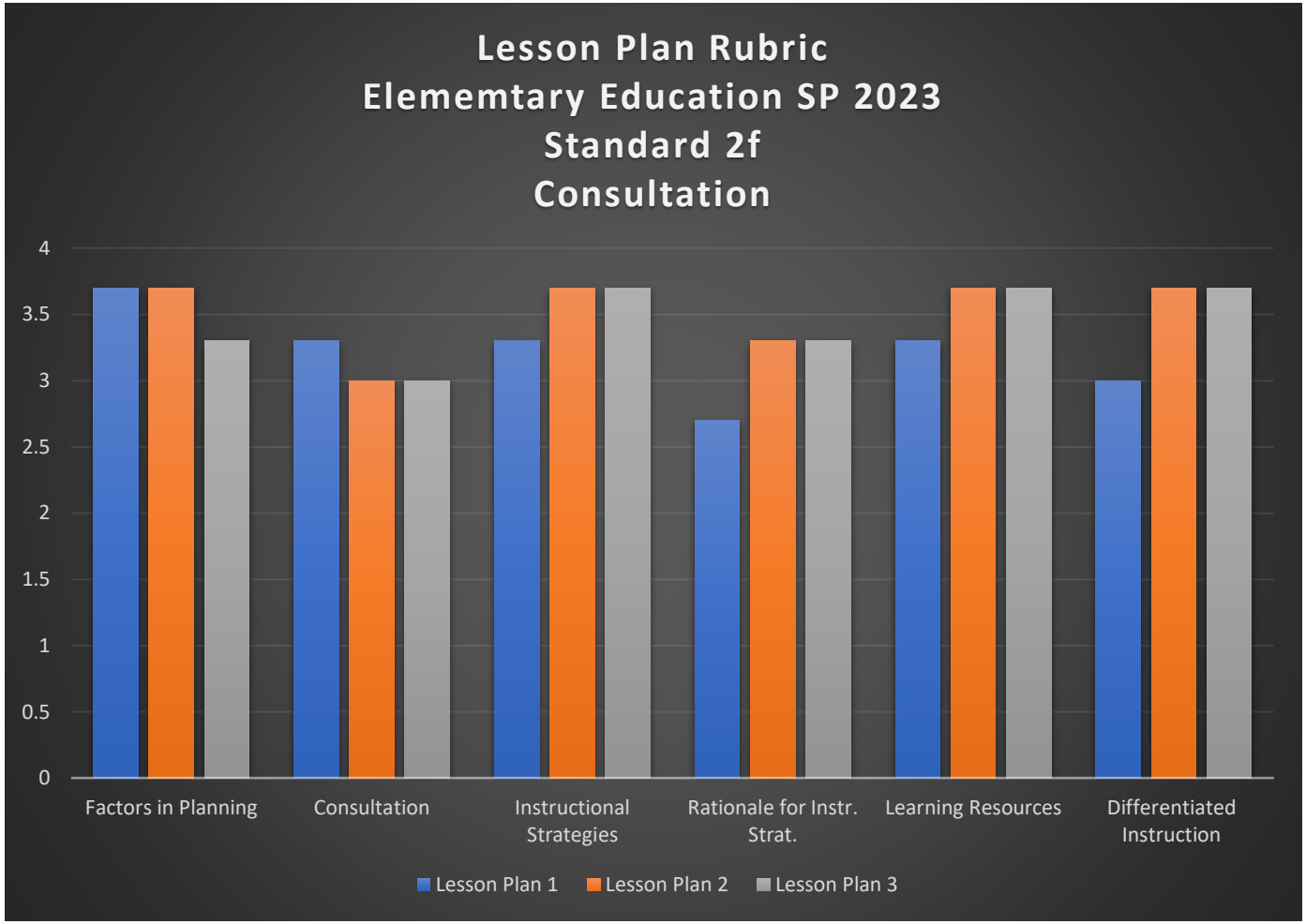
Consultation

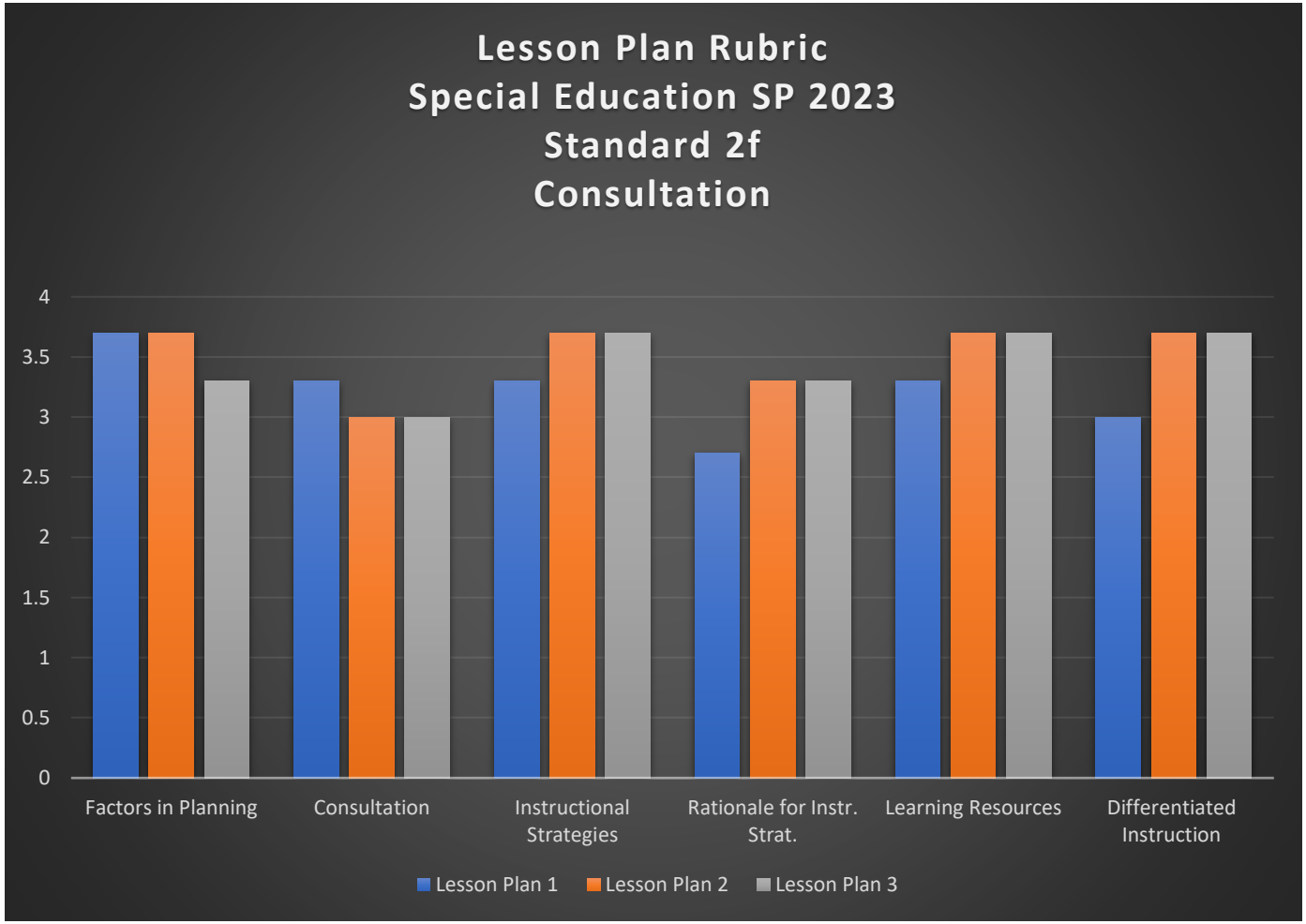
Consultation provides evidence for *2f, collaborate with colleagues to support professional learning,* as pre-candidates and candidates are called to describe the process of consulting with other clinical educators (i.e., all educator preparation provider (EPP) and P-12-school-based individuals, including classroom teachers, who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the clinical experiences).

The charts below reflect the mean scores of all Spring 2023 completers **exceeding the required level of Emerging (2 points)**.

As seen in the first chart below, **Spring 2023 data reflects a mean score of 3.25 (Accomplished) for Elementary Education Program** student teachers during the first assessment, a mean of **3 (Accomplished) for the midterm assessment**, and a mean of **3 for the final assessment (Accomplished)**. The consultation piece of the lesson plan seemed to be an afterthought for student teachers throughout the semester. While they were consulting with UC Education Faculty and cooperating teachers (per conversations and reviews), detailing and reflecting on these consultative practices did not seem to be prioritized in their lesson plan writing. Education Faculty feel that since all Education Program students are now using this template and since documentation for consultation is required throughout the program, this will prioritize not only the practice of collaboration but also the importance of reflection and documentation.

The second chart for **Secondary Special Education and Elementary/Special Education displays the following mean scores for Spring 2023: a mean score of 3.25 (Accomplished)** for student teachers during the first assessment, a mean of **3 (Accomplished) for the midterm assessment**, and a mean of **3 for the final assessment (Accomplished)**. The consultation piece of the lesson plan seemed to be an afterthought for student teachers throughout the semester. While they were consulting with UC Education Faculty and cooperating teachers (per conversations and reviews), detailing and reflecting on these consultative practices did not seem to be prioritized in their lesson plan writing. Education Faculty feel that since all Education Program students are now using this template and since documentation for consultation is required throughout the program, this will prioritize not only the practice of collaboration but also the importance of reflection and documentation.


Lesson Plan Rubric
Elememtary Education SP 2023
Standard 2f
Consultation
4
3.5
3
2.5
2
1.5
1
0.5
0
Factors in Planning
Consultation
Instructional Strategies
Rationale for Instr. Strat.
Learning Resources
Differentiated Instruction
Lesson Plan 1
Lesson Plan 2
Lesson Plan 3


Lesson Plan Rubric
Special Education SP 2023
Standard 2f
Consultation
4
3.5
3
2.5
2
1.5
1
0.5
0
Factors in Planning
Consultation
Instructional Strategies
Rationale for Instr. Strat.
Learning Resources
Differentiated Instruction
Lesson Plan 1
Lesson Plan 2
Lesson Plan 3

Student Teacher Assessment Rubric (STAR) The UC STAR is based on Standards 1-5 of the West Virginia Department of Education Office of School Improvement's Evaluation Rubric for Teachers: WVDE Evaluation Rubric for Teachers. Following each lesson taught (6 lessons observed by UC Faculty over the 14-week student teaching/residency placement), candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress throughout the semester during monthly program meetings and during informal discussions. **Student teachers are required to achieve scores of Emerging (2) or higher in all areas**. NOTE P-12 Partners compete 3 STAR forms-validity and consistency check and to monitor progress.

Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years.

UC Student Teacher Assessment Rubric Data Charts Standard 2f

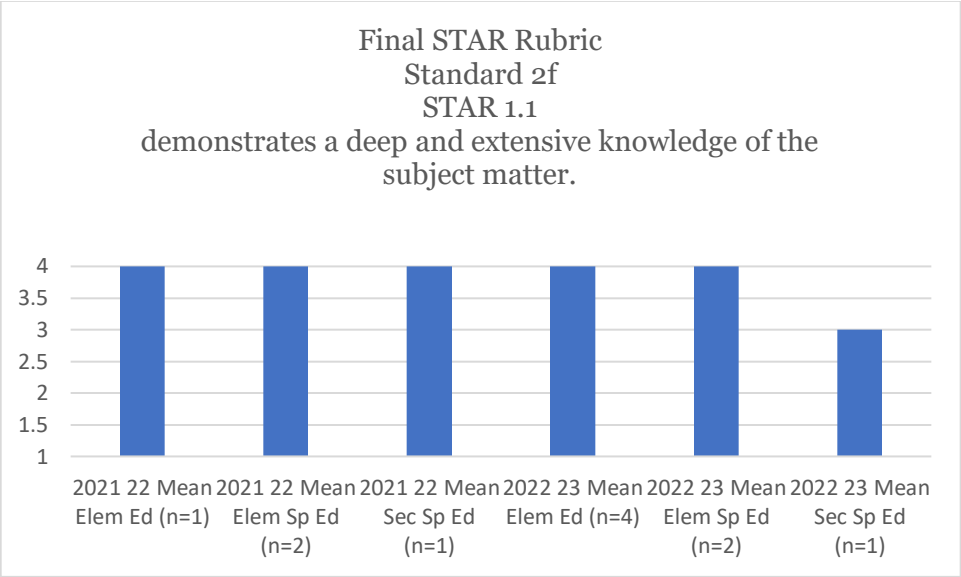
UC Student Teacher Assessment Rubric (STAR)

To address Standard 2f, *collaborate with colleagues to support professional learning*, student teachers were assessed using the UC Student Teacher Assessment Rubric. The data we share shows results of these assessments during the candidate's final evaluation. Data is disaggregated into three groups: Elementary Education, Elementary Special Education, and Secondary Special Education for the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. Those areas directly related to Standard 2f are:

1.1	The teacher candidate demonstrates a deep and extensive knowledge of the subject matter.
4.1	The teacher candidate engages in professional development that guides continuous examination and improvement of professional practice.
4.2	The teacher candidate actively engages in collaborative learning opportunities with colleagues.
5.1	The teacher candidate participates in school-wide collaborative efforts to support the success of all students.
5.2	The teacher candidate works with parents, guardians, families and community entities to support student learning and well-being.
5.3	The teacher candidate promotes practices and policies that improve school environment and student learning.

1.1 The teacher candidate demonstrates a deep and extensive knowledge of the subject matter.

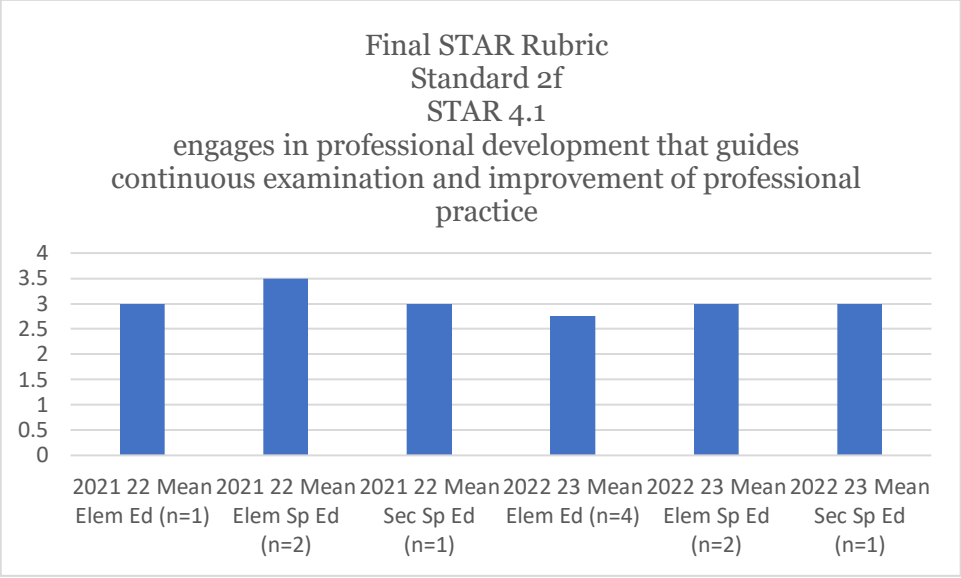
The first chart shows **completers from all program and cohorts exceeding the requirement of Emerging (2)** for Standard 1.1. The Elementary Education completer for **2021-22 scored 4 (Distinguished**); the mean for the **2021-22 Elementary Special Education completers (n=2) was 4 (Distinguished)**; the **2021-22 Secondary Special Education completer scored 4 (Distinguished)**. The mean for **2022-23 Elementary Education completers (n=4) was 3.75 (Accomplished+);** The mean for Elementary and Special Education completers (n=2) was 4 **(Distinguished)**; and the **2022-23 Secondary Special Education completer scored 3 (Accomplished)**.



4.1 The teacher candidate engages in professional development that guides continuous examination and improvement of professional practice.

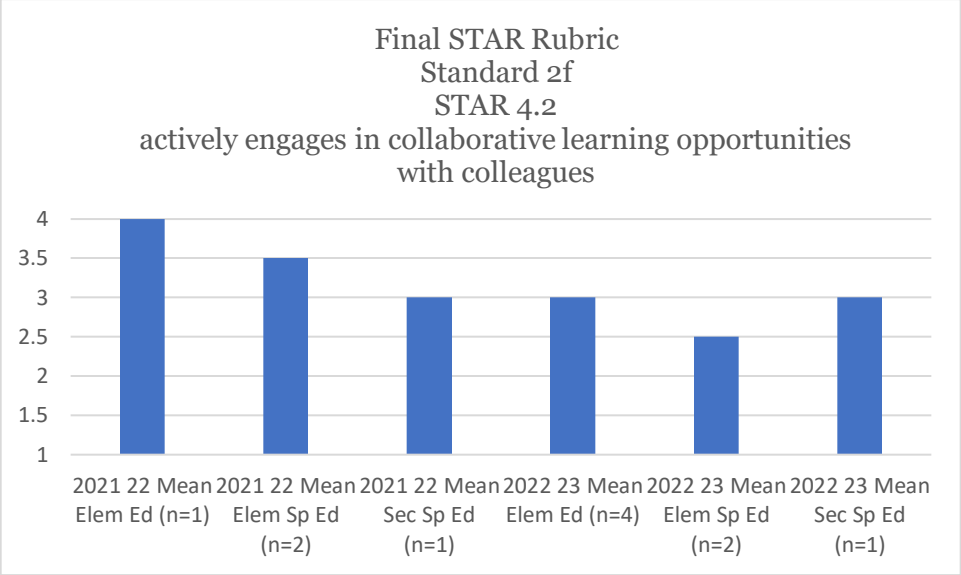
The next chart shows **completers from all program and cohorts exceeding the requirement of Emerging (2)** for Standard 4.1. The Elementary Education completer for **2021-22 scored 3 (Accomplished**); the mean for the **2021-**

22 Elementary Special Education completers (n=2) was 3.5 (Accomplished +); the **2021-22 Secondary Special Education completer scored 3 (Accomplished)**. The mean for **2022-23 Elementary Education completers (n=4) was 2.75 (Emerging +);** The **mean for Elementary and Special Education completers (n=2) was 3 (Accomplished)**; and the **2022-23 Secondary Special Education completer scored 3 (Accomplished)**.



4.2 The teacher candidate actively engages in collaborative learning opportunities with colleagues.
The chart below shows **completers from all program and cohorts exceeding the requirement of Emerging (2)** for Standard 4.2. The Elementary Education completer for **2021-22 scored 4 (Distinguished)**; the mean for the **2021-22 Elementary Special Education completers (n=2) was 3.5 (Accomplished+)**

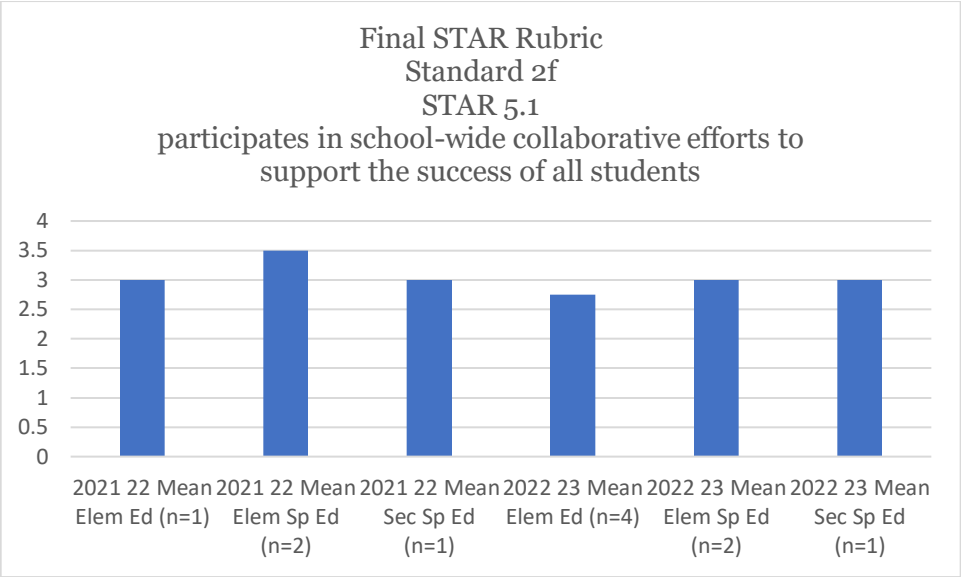
the **2021-22 Secondary Special Education completer scored 3 (Accomplished)**. The mean for **2022-23 Elementary Education completers (n=4) was 3 (Accomplished);** The mean for Elementary and Special Education completers (n=2) was 2.5 **(Emerging +)**; and the **2022-23 Secondary Special Education completer scored 3 (Accomplished)**.



5.1 The teacher candidate participates in school-wide collaborative efforts to support the success of all students.

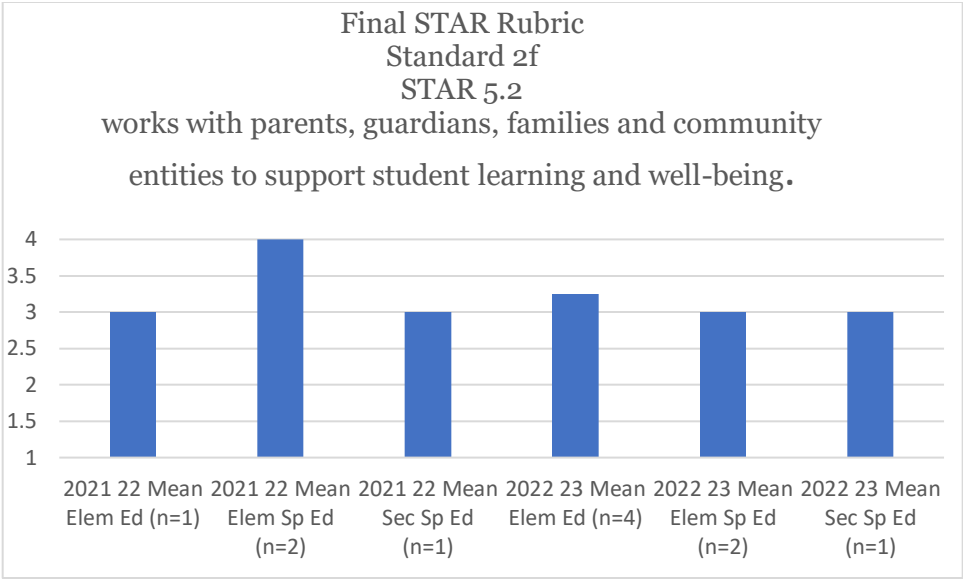
The next chart shows **completers from all program and cohorts exceeding the requirement of Emerging (2)** for Standard 5.1. The Elementary Education completer for **2021-22 scored 3 (Accomplished**); the mean for the **2021-22 Elementary Special Education completers (n=2) was 3.5 (Accomplished)**; the **2021-22 Secondary Special Education completer scored 3 (Accomplished)**. The mean for **2022-23 Elementary Education completers (n=4) was 2.75 (Emerging+);** The mean for

Elementary and Special Education completers (n=2) was 3 **(Accomplished)**; and the **2022-23 Secondary Special Education completer scored 3 (Accomplished)**.



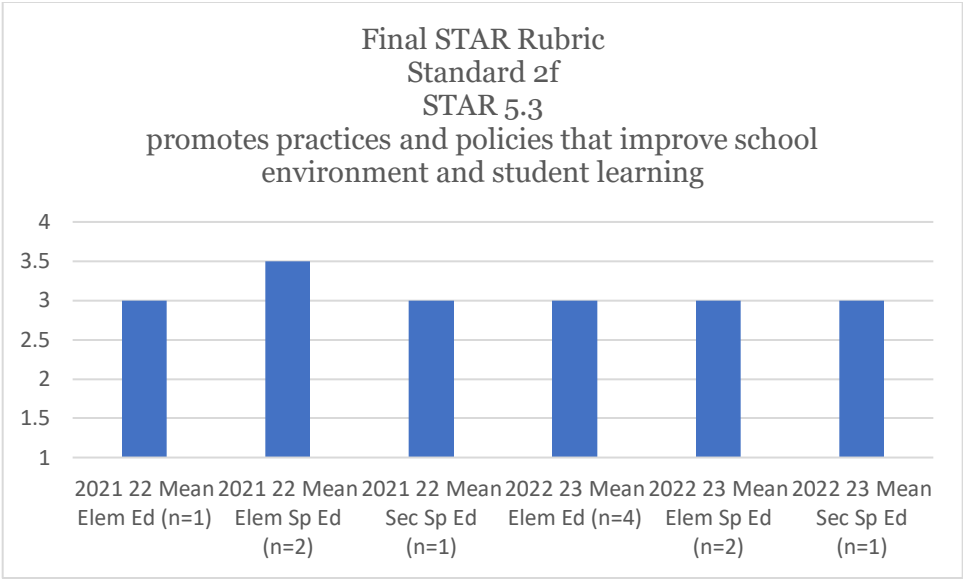
5.2 The teacher candidate works with parents, guardians, families and community entities to support student learning and well-being.

The chart below shows **completers from all program and cohorts exceeding the requirement of Emerging (2)** for Standard 5.2. The Elementary Education completer for **2021-22 scored 3 (Accomplished**); the mean for the **2021-22 Elementary Special Education completers (n=2) was 4 (Distinguished)**; the **2021-22 Secondary Special Education completer scored 3 (Accomplished)**. The mean for **2022-23 Elementary Education completers (n=4) was 3.5 (Accomplished+);** The mean for Elementary and Special Education completers (n=2) was 3 **(Accomplished)**; and the **2022-23 Secondary Special Education completer scored 3 (Accomplished)**.



5.3 The teacher candidate promotes practices and policies that improve school environment and student learning.

The final chart shows **completers from all program and cohorts exceeding the requirement of Emerging (2)** for Standard 5.3. The Elementary Education completer for **2021-22 scored 3 (Accomplished**); the mean for the **2021-22 Elementary Special Education completers (n=2) was 3.5 (Accomplished+)**; the **2021-22 Secondary Special Education completer scored 3 (Accomplished)**. The mean for **2022-23 Elementary Education completers (n=4) was 3 (Accomplished);** The mean for Elementary and Special Education completers (n=2) was 3 **(Accomplished)**; and the **2022-23 Secondary Special Education completer scored 3 (Accomplished)**.



Alumni Survey: The Alumni/Completer survey is used to collect data from program completers annually. The survey is designed to elicit the perspective of recent program completers. Questions on these surveys were mapped to the AAQEP standards and are used as evidence that completers believe they have gained the content knowledge and skills necessary for professional practice. The survey is emailed directly to completers from the Program Director's email in an effort to maintain personal connection. For this aspect, the table provides the question and responses from respondents reporting completion for the academic years 2018-2023.

UC Alumni and Completer Survey

UC Alumni Survey Data Charts Standard 2f

To address *2f, collaborate with colleagues to support professional learning,* completers were asked to what degree they agreed or disagreed regarding their satisfaction about the following item they received during their time in the UC Education Program:

36. To what extent do you agree or disagree that the UC teacher preparation program gave you the basic skills to collaborate with teaching colleagues to improve student performance and use colleague feedback to support your development as a teacher.

Of the eight respondents to the UC Alumni Survey their programs of completion are as follows:

3 Elementary and Special Education
3 Secondary Special Education
2 Elementary Education

Additionally, these respondents reported the following years of completion:

1 response: 2018

1 response: 2019

1 response: 2021

2 responses: 2022

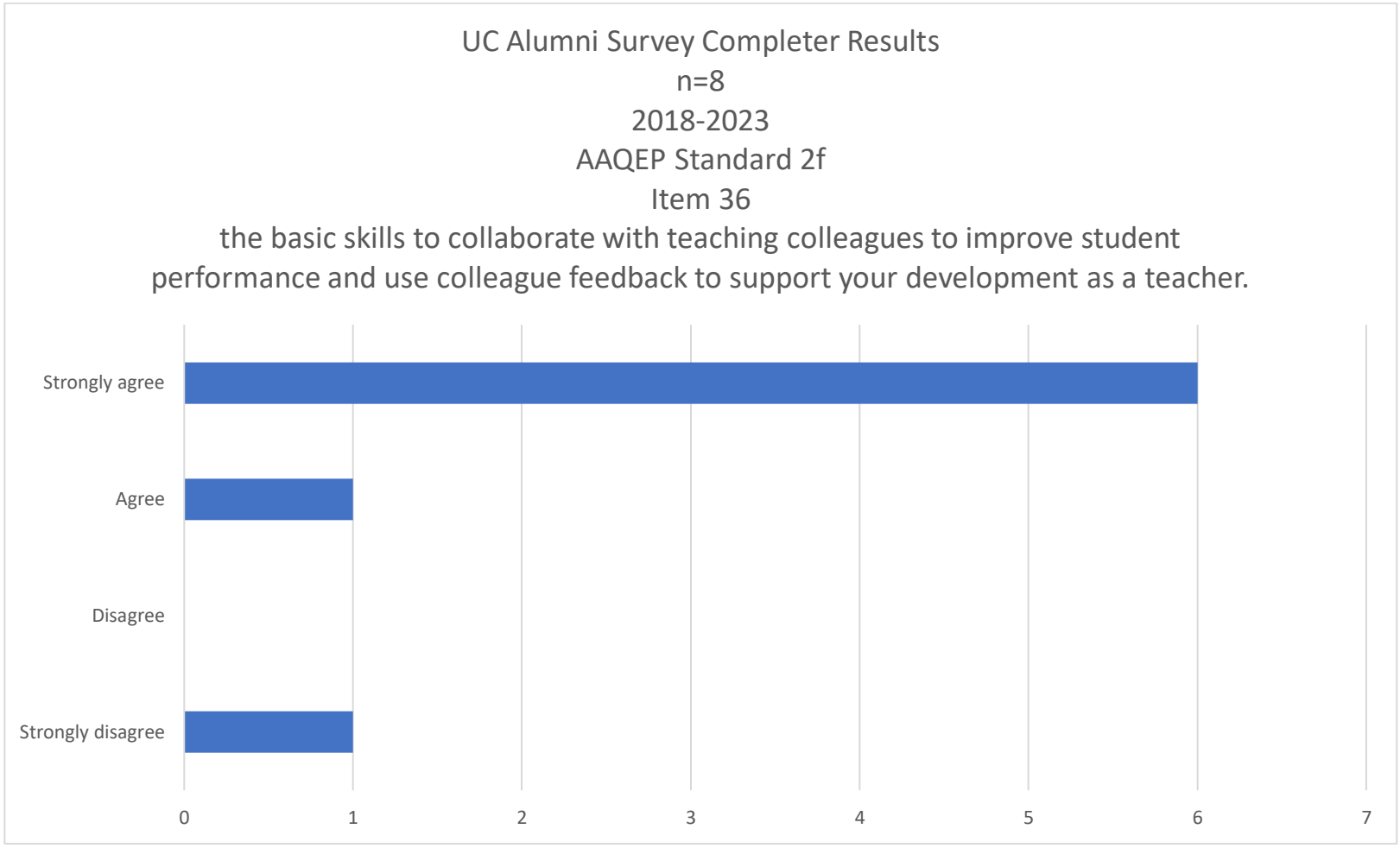
3 responses: 2023

Despite a low n, data reveals a consistent picture of completer satisfaction as it relates to *2f, support students' collaboration with colleagues to support professional learning*. For the item identified to correspond with Standard 2f, a majority of respondents reported strongly agreeing that they were satisfied with their preparation.

Education Faculty who began in Fall 2021 have focused on creating course experiences that are active and allow for a variety of interactions and perspectives. By continuing to do this and by consistently surveying our completers, we hope the empower our graduates with the ability to ensure that they have an understanding of the importance of collaborating with colleagues to support professional learning.

One final significant note: due to the nature of this survey, while it was anonymous, the year of graduation could be aligned with responses. We feel it is significant the score of strongly disagree came from the years 2018, prior to the new

leadership and instruction in the UC Education Programs. Responses from 2019, 2021, 2022, and 2023 all fell in the agree-strongly agree range.



Dispositions Survey Upon graduation, UC's candidates display the dispositions of effective educators through their interactions with staff, teachers, faculty, educational specialists, community stakeholders, students, and other learners. Their dispositions are assessed by cooperating teachers, cooperating mentors, program directors, faculty, and candidate self-analysis. As students' progress through benchmarks, which reflect the milestones of pre-admission to the Teacher Education Program (pre-candidacy), admission to the program (candidacy), and student teaching/residency (program completion), they are required to demonstrate an understanding of "Know, Do, Be" at increasingly sophisticated degrees.

Dispositions are introduced and initially and informally self-assessed in EDUC 100 Introduction to Education. They are next formally assessed by Education Program Faculty during EDUC 299 Theories of Learning and Teaching as part of the Panels Program Admission Process**. To be admitted to the Education Program the student must demonstrate dispositions Emerging (1) or higher**. If a student does not demonstrate such dispositions, the student may receive provisional program admission with the understanding that they have two semesters to meet the requirement. In such a situation, faculty work with the student to offer support, resources, and opportunities for growth and development such as frequent conferencing both before and after lessons to be planned or taught. Self-assessment of dispositions occurs formally during EDUC 320 Integrated Methods which follows program admission usually during junior year. Final disposition assessment occurs in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area and are assessed by the cooperating teacher.

Our data is drawn from the years 2021-2023 in the following courses: EDUC 299 (pre-candidacy), EDUC 320 (candidacy), and EDUC 422 or EDUC 497 (program completion) during the 2021-2023 academic years. Please note that Self- Assessment Dispositions were not collected for Fall 2020 due to classes being entirely online. Therefore, there are only two data points for Disposition Self-Assessment, Fall 2021 and Fall 2022.

Data is disaggregated:

Program Admission-all majors by cohort
Self-Assessment-all majors by cohort
Final disposition-by major and by cohort

To address *2f, collaborate with colleagues to support professional learning,* candidates were assessed using the UC Dispositions Survey. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. The area directly related to Standard 2d:

Leadership

- Creates opportunities for the mutual benefit of all involved

- Promotes positive change through personal interactions, organizations, communities and the profession
- Initiates, suggests, and contributes in appropriate ways
- Maintains knowledge of and shares information about current research and best practices
- Reacts positively to others' suggestions or ideas

Collaboration

- Responds respectfully to individual perspectives and differences of others
- Shares information and ideas with others
- Cooperates with university, school, and community personnel
- Works with others to resolve differences and solve problems respectfully and reflectively

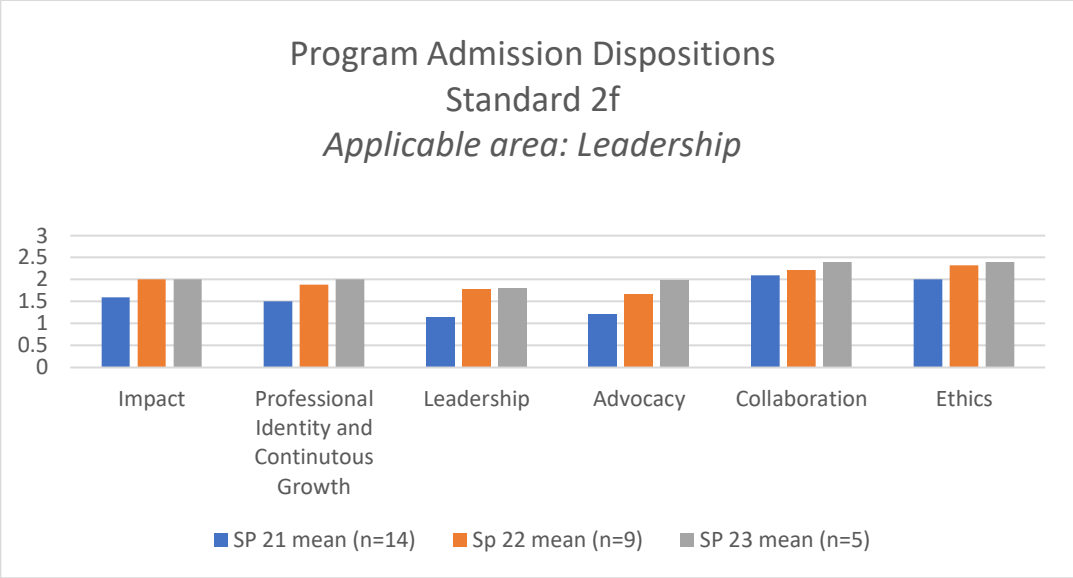
UC Dispositions Data Charts Standard 2f

UC Dispositions Rubric

Program Admissions

Regarding Leadership, **the mean of candidates for all three data points, Spring 2021, Spring 2022, and Spring 2023, exceeded the required scores of Emerging (1**). The mean score for **Spring 2021 pre-candidates (n=14) was 1.14** (**Emerging**). The mean score for **Spring 2022 pre-candidates (n=9) was 1.8 (Emerging+).** The mean score for **Spring 2023 pre-candidates (n=5) was 1.8 (Emerging+).**

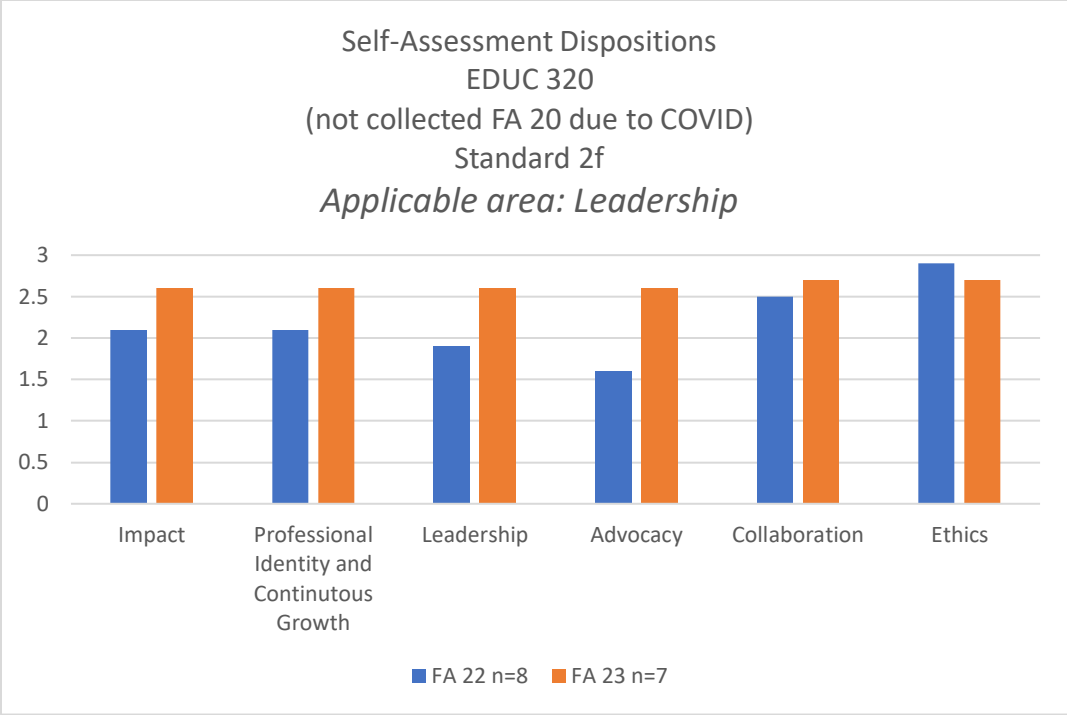
Regarding Collaboration, **the mean of candidates for all three data points, Spring 2021, Spring 2022, and Spring 2023, exceeded the required scores of Emerging (1**). The mean score for **Spring 2021 pre-candidates (n=14) was 2.1** (**Proficient**). The mean score for **Spring 2022 pre-candidates (n=9) was 2.2 (Proficient)** The mean score for **Spring 2023 pre-candidates (n=5) was 2.4 (Proficient).**



Self-Assessment Dispositions

Regarding Leadership, **the mean of candidates for all three data points, Spring 2021, Spring 2022, and Spring 2023, exceeded the required scores of Emerging (1**). The mean score for **Spring 2021 pre-candidates (n=14) was 1.9** (**Emerging+**). The mean score for **Spring 2022 pre-candidates (n=9) was 2.6 (Proficient+).**

Regarding Collaboration, **the mean of candidates for both data points, Fall 2022 and Fall 2023, exceeded the required scores of Emerging (1**). The mean score for **Fall 2022 candidates (n=8) was 2.5** (**Proficient+**). The mean score for **Fall 2023 candidates (n=7) was 2.75 (Proficient+).**

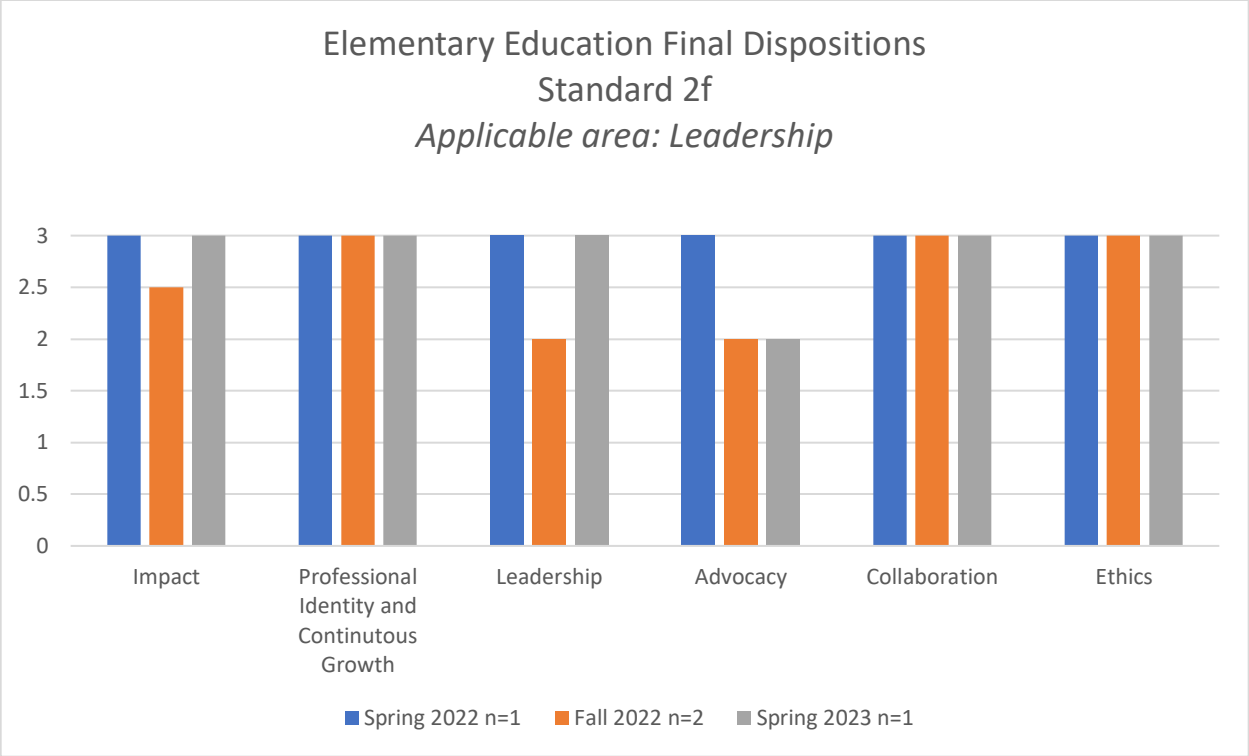


Final Dispositions

Elementary Education

Regarding Leadership, **the mean of candidates for all three data points, Spring 2021, Spring 2022, and Spring 2023, exceeded the required scores of Emerging (1). Spring 2022 (n=1) mean score was 3 (Exemplary), Fall 2022 (n=2) mean was 2 (Proficient), and Spring 2023 (n=1) scores was 3 (Proficient).**

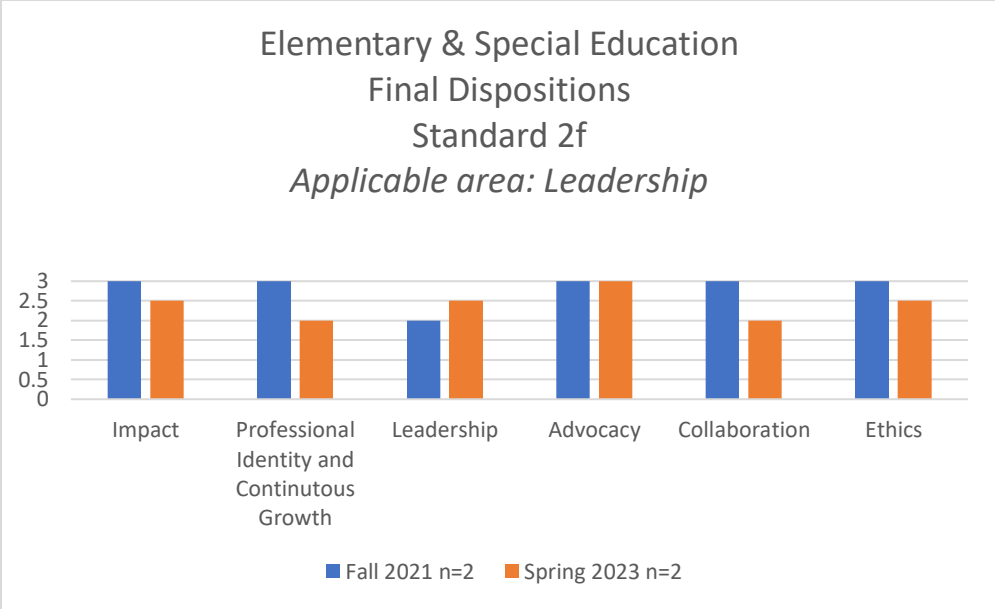
Regarding Collaboration, **the mean of candidates for all three data points, Spring 2022, Fall 2022, and Spring 2023, exceeded the required scores of Emerging (1). All cohort means were 3 (Exemplary).**



Elementary and Special Education

Regarding Leadership, completers for Fall 2021 and Spring 2023 **surpassed the minimum required score "Emerging" (1 point). Fall 2021 (n=2) mean was (Proficient), and Spring 2023 (n=1) scores was 2.5 (Proficient+).**

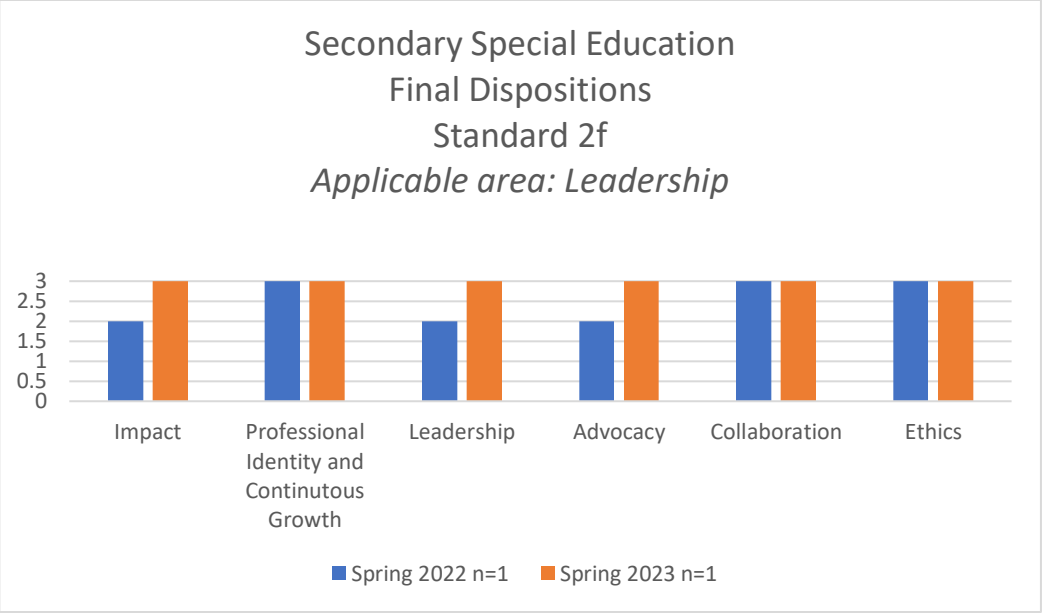
Regarding Collaboration, **the mean of candidates for both data points, Fall 2021 and Spring 2023, exceeded the required scores of Emerging (1).** The **Fall 2021 (n=2) mean was 3 (Exemplary) and The Spring 2023 mean was 2 (Proficient).**



Secondary Special Education

Regarding Leadership, completers for Spring 2022 and Spring 2023 **surpassed the minimum required score "Emerging" (1 point). Spring 2022 (n=2) scored a 2 (Proficient), and Spring 2023 (n=1) scores was 3 (Exemplary).**

Regarding Collaboration, **the mean of candidates for both data points, Spring 2022 and Spring 2023, exceeded the required scores of Emerging (1**). Both completers **scored 3 (Exemplary).**



Teacher Candidate Assessment Rubric (TCAR) The UC TCAR reflects Standards 1-3 of the UC STAR Rubric which, as reported above, is based on the West Virginia Department of Education Office of School Improvement's Evaluation Rubric for Teachers: WVDE Evaluation Rubric for Teachers. Students are initially introduced to the TCAR during EDUC 100 Introduction to Education where the rubric is reviewed and discussed and where students are able to complete a TCAR for a teacher they are observing during their required field placement hours for the course. Depending on the level of the course (generally 1 TCAR observation for 200 level courses and 2 TCAR observations for 300 level courses) following each lesson taught, pre candidates and candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress throughout the semester during monthly program meetings and during informal discussions. **Faculty support candidates to work toward achieving the required scores for graduation of Emerging(2) throughout their coursework.**

UC TCAR Areas of Focus

- Standard 1 Curriculum and Planning
- Standard 2 The Learner and the Learning Environment
- Standard 3 Teaching

Our data is drawn from the following 300 level course from the academic years 2021-2023:

- EDUC 320 Integrated Methods (taken by all Education majors)
- EDUC 360 High Incidence Disabilities (taken by all Special Education majors)
- EDUC 372 and 374 Fundamentals of Reading Instruction (taken by Elementary Education majors 1-2 semesters before student teaching)
- EDUC 378 Elementary Methods (taken by Elementary Education majors 1 semester before student teaching or with student teaching as of Fall 2024 with change to the Residency Model).

UC TCAR
UC Teacher Candidate Assessment Rubric Data Chart Standard 2f

To address Standard 2f, *collaborate with colleagues to support professional learning,* student teachers were assessed using the UC Student Teacher Assessment Rubric. The data we share shows results of these assessments during the candidate's final evaluation. Data is disaggregated into three groups: Elementary Education, Elementary Special Education, and Secondary Special Education for the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. The area directly related to Standard 2f :

1.1 The teacher candidate demonstrates a deep and extensive knowledge of the subject matter.

Data explanation:

- TCAR results reflect scores collected Fall 2022-Spring 2023 due to faculty and leadership transition in 2021-2022. Students completed TCAR throughout that time as well, but collection procedures and expectations were fully established and consistent by Fall 2022.

- All mean scores for the courses presented below **exceed the minimum of Emerging (2 points)** which is required for graduation.

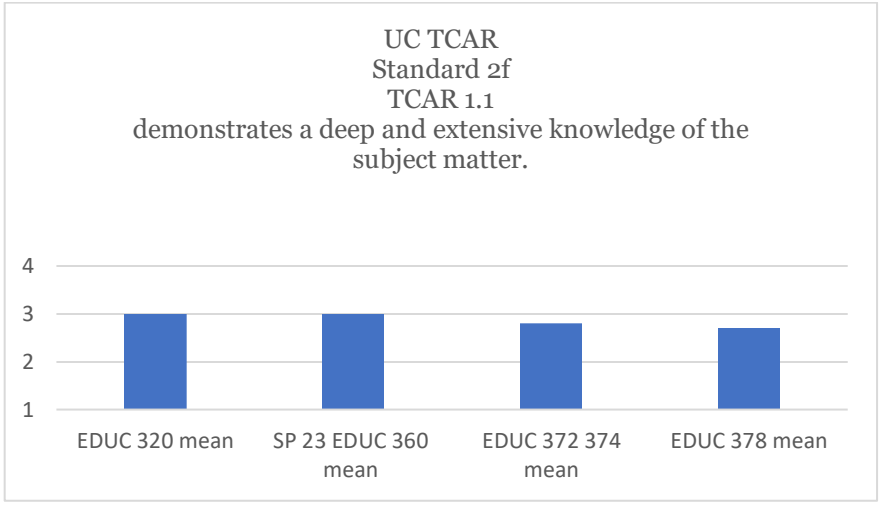
- Data from EDUC 320 Integrated Methods (taken by all Education majors during junior year) is the mean scores of the two TCARs completed during the course.

- The mean score for **Standard 1.1,** demonstrates a deep and extensive knowledge of the subject matter**, for Fall 2022 was 3 (Accomplished).**
-

- Data from EDUC 360 High Incidence Disabilities (taken by all Special Education majors junior or senior year) is a mean of the scores of the one TCAR completed for the course.
  - The mean score for **Standard 1.1,** demonstrates a deep and extensive knowledge of the subject matter**, for Fall 2022 was 3 (Accomplished).**

- Data from EDUC 372 Fundamentals of Reading Instruction (taken by Elementary Education majors 1-2 semesters before student teaching) is the mean scores of the two TCARs completed during the course.
  - The mean score for **Standard 1.1,** demonstrates a deep and extensive knowledge of the subject matter**, for Fall 2022 was 2.8 (Emerging +)**

- Data from EDUC 378 Elementary Methods (taken by Elementary Education majors 1 semester before student teaching or during residency as of Fall 2024 with change to the Residency Model) is the mean scores of the two TCARs completed during the course.
  - The mean score for **Standard 1.1,** demonstrates a deep and extensive knowledge of the subject matter**, for Fall 2022 was 2.7 (Emerging +)**



West Virginia Teacher Performance Assessment (WVTPA) The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all UC candidates during the culminating student teaching/residency 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); 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 record and analyze teaching episodes. After teaching the unit, candidates 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 trained UC Education Program Faculty. The four-point rating scale on each rubric reflects the same descriptors used for beginning teachers 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 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. Candidate performance on the TPA is used to provide evidence for program completion. Candidates include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that taught. Each of these are a required part of the TPA. If one or more sections are omitted, the candidate is required to remediate and re-do the TPA.

To address Standard 2f, *collaborate with colleagues to support professional learning,* student teachers were assessed using the WVTPA. The data we share shows results of these assessments during the candidate's final evaluation. Data is not disaggregated in this section and all three programs, Elementary Education, Elementary Special Education, and Secondary Special Education and accounted for in the charts below for both the academic years of 2021-2022 and 2022-2023. Areas of focus were mapped to the AAQEP standards and are used as evidence that completers were prepared to work in diverse contexts, have done so successfully, and are growing as professionals. The areas directly related to Standard 2f are:

2A Alignment of Standards and Learning Goals (Also 1a)

2C Anticipated Student Challenges also 2c

3A Alignment with learning goals also 1a

4B Consultation

7B Professional Collaborative Practice

Our data is drawn from the candidates' final experience in EDUC 422 Student Teaching/Residency in Special Education or EDUC 497 Student Teaching/Residency in the Content Area during the 2021-2023 academic years

UC WVTPA Data Charts Standard 2f

West Virginia Teacher Performance Assessment (WVTPA)

For all of the applicable sections of WVTPA Standards 2A, 2C, 3A, 4B, and 7B, completers from both cohorts **exceeded the required score of Emerging (2 points).**

For 2A Alignment of Standards and Learning Goals, the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was 3.9 (Accomplished+).**

For 2C Anticipated Student Challenges, the **mean for 2021-2022 completers (n=4) was 3.75 (Accomplished +)** and the **mean for 2022-2023 completers (n=7) was 3.6 (Accomplished+).**

For 3A Alignment with learning goals also, the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was 3.7 (Accomplished+).**

For 4B Consultation the **mean for 2021-2022 completers (n=4) was 3** (Accomplished) and the **mean for 2022-2023 completers (n=7) was 3.71.** We believe this increase could be due to use of the update UC Lesson Plan Rubric which has a section in which to organize collaboration details and reflection. We will continue to use this tool to make collaborative and consultative practices a priority in planning and teaching.

For 7B Professional Collaborative Practice the **mean for 2021-2022 completers (n=4) was 4** (Distinguished) and the **mean for 2022-2023 completers (n=7) was 4 (Distinguished).**

Standard 2 Summary and Plans for Improvement

As demonstrated by the data detailed above drawn from the UC Lesson Plan Rubric, the UC STAR, Praxis PLTs results, the UC Alumni Survey, UC Dispositions, UC TCAR, and the WVTPA, at the end of the program UC Education completers are prepared to work in diverse contexts, have done so successfully, and are growing as professionals.

UC Lesson Plan: We will continue to use the UC Lesson Plan throughout the program and will work will both precandidates and candidates to ensure an understanding of each requirement and the direct role each factor plays in planning and teaching. We will continue to focus on the UC Lesson Plan elements related to context and collaboration and their importance to professional growth and instruction. We will continue to gather data for this tool.

Praxis PLT: While Praxis PLT results also support success in Standard 2 it should be noted that since we began preparing this report we were informed that with approval of the WVTPA as a accepted teacher performance measure by the WVDE, the PLT will no longer be required. Once this change is in policy it will also apply to our program. An obvious factor we reflected upon related to Praxis PLT scores was the full time return to in-seat courses post COVID. Students in the 2021-2022 cohort were online for half of their sophomore year and the entirety of their junior year, thus receiving instruction for many 300-level courses online and without in-person field placements due to COIVD. Students in the 2022-2023 cohort were online for half of their freshman year and their entire sophomore year and were therefore able to attend most of the 300 level courses in seat and participate in field placements in-person. We feel this in additions to a change in Education Program practices with new faculty and leadership to encourage more active teaching and modeling of learning and teaching principles as well as frequent face-to-face conferencing and discussions pertaining to pedagogy has impacted understanding and test performance.

UC STAR: Education faculty believe we can continue to improve upon in our courses as they relate to diverse contexts, however scores reflect students who are successful in this arena. Education Faculty who began in Fall 2021 have focused on creating course experiences that are active and allow for a variety of interactions and perspectives of a variety of contexts. By

continuing to do this and by consistently surveying our completers, we hope the empower our graduates with the ability to ensure professional flexibility and growth.

UC Dispositions: Factors that account for the slight discrepancy in self-assessment disposition scores were: students in the Fall 2021 cohort were online for half of their sophomore year and the entirety of their junior year, thus receiving instruction for many 300-level courses online and without in-person field placements due to COIVD while students in the 2022-2023 cohort were online for half of their freshman year and their entire sophomore year and were therefore able to attend most of the 300 level courses in seat and participate in field placements in-person. We will continue to use the UC disposition Rubric but plan to review this tool after our accreditation visit in Spring 2024.

UC TCAR: TCAR results reflect scores collected Fall 2022-Spring 2023 due to faculty and leadership transition in 2021-2022. Students completed TCAR throughout that time as well, but collection procedures and expectations were fully established and consistent by Fall 2022. We will continue to utilize this tool and gather data.

WVTPA: Beginning in Spring 2022, following WVTPA score training, Dr. Divita began scoring WVTPAs for consistency. Prior to that in Fall 2021 WVTPAs were scored by a faculty member who retired that same year. The same faculty member also taught EDUC 496 Student Teaching Seminar in which candidates receive instruction and support for the WVTPA. This could account for the slight discrepancy in awarding scores to students. Additionally, Dr. Divita taught EDUC 496 Student Teaching Seminar in Spring 2022 and Fall 2022. Dr. Cheek taught this course in Spring 2023. The sharing of instructional duties is a deliberate decision so each faculty member can experience the course and meet as a program to discuss strengths , weaknesses, and ideas. Professor Sarah Gallagher is slated to teach the course in Fall 2023 after which faculty will gather again to discuss the course and how to most effectively approach WVTPA support. One idea faculty are currently discussing is co-teaching the course thus allowing each instructor to bring his/her strengths to the course and so candidates have consistent access to all faculty members throughput their student teaching experience. In addition to helping candidates successfully complete the WVTPA, the final semester in the Education Program can be taxing emotionally for students as well, so this decision has also been made to try to optimally support the students academically, mentally, and emotionally. The varying instructors could impact these results, but the investigation into how to best facilitate the course is well worth the slight decline, if indeed that is a factor.

We will continue to request employee evaluations as part of the UC Alumni Survey and hope to include data in future evaluations in order to further address Standard 2 and our completers preparation to work in diverse contexts from the perspective of the employer, which is lacking in our data thus far.

In addition to supporting Standard 2, this data illustrates UC Education remaining true to its mission **to prepare candidates to be committed educators, lifelong learners, and community servants.** The results reflect support of students and

candidates to: aspire to be educators who are committed to their students, colleagues, work, and the schools in which they are placed; develop and demonstrate a passion for ongoing and lifelong learning about the profession, their content, their practice, and the students they serve by being intellectual and reflective practitioners; serve not only their own students and school, but the community of Charleston at large.

Section III

The Case for Standard 3: Quality Program Practices

Key question: Does the program have the capacity (internally and with partners) to ensure that completers are prepared and succeed professionally?

Standard 3: Quality Program Practices

Key Question: Does the program have the capacity (internally and with partners) to ensure that completers are prepared and succeed professionally.

To demonstrate that the University of Charleston's Education Program meets the requirements of Standard 3: Quality Program Practices, we provide evidence for each aspect with relevant appendices and documents referenced, followed by an overall summary statement for Standard 3.

3a Offers coherent curricula with clear expectations aligned with state and national standards, as applicable *Appendix C

Program and Curricular Design

All programs within the University of Charleston's Education Program are aligned with West Virginia Professional Teaching Standards (WVPTS). These standards consist of curriculum and planning; the learner and learning environment; teaching; Professional Responsibilities for Self-Renewal; and Professional Responsibilities for School and Community. Education Program faculty collaborate regarding how to effectively introduce, support, and assess these aspects.

The WVPTS were revised by a resource team coordinated by the West Virginia Department of Education (the 21-member West Virginia Commission for Professional Teaching Standards) to ensure alignment with the state's 21st Century teaching and learning initiative. The West Virginia Professional Teaching Standards use as a basis for its domains of knowledge, the work of Linda Darling-Hammond and John Bransford in Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do (2005). A review of the research was conducted that included effective teaching and national standards documents such as those of the National Council for the Accreditation of Teacher Education (NCATE); Interstate New Teacher Assessment and Support Consortium (INTASC); National Board for Professional Teaching Standards (NBPTS); International Society for Technology in Education (ISTE); as well as other states' standards

and West Virginia's Frameworks for High Performing 21st Century Classrooms, Schools and School Systems. West Virginia's standards were based on the work of Charlotte Danielson in Enhancing Professional Practice: A Framework for Teaching (2007); and a summary of surveys and forums conducted by Susan Saltrick that asked West Virginia educators to describe the essential knowledge and skills needed by a teacher in today's classroom (2006). Subsequent revisions of this document have been made following recommendations by the West Virginia Task Force on Professional Teaching Standards and consultation with various education stakeholders. Teacher candidates in all programs demonstrate their knowledge of the WVPTS by successfully completing aligned coursework, successfully engaging in filed work and clinical practice, passing program required Praxis exams, and by passing the West Virginia Teacher Performance Assessment (WVTPA).

West Virginia Professional Teaching Standards

Standard 1 - Curriculum and Planning:

- Core Content
- Pedagogy
- Setting Goals and Objectives for Learning
- Designing Instruction
- Student Assessments

Standard 2 - The Learner and the Learning Environment

- Understanding Intellectual/Cognitive, Social, and Emotional Development
- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Implementing Classroom Procedures
- Managing Student Behaviors
- Organizing Physical Space

Standard 3 – Teaching

- Importance of Content
- Communicating with Students
- Questioning and Discussion Techniques
- Student Engagement
- Use of Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

Standard 4 – Professional Responsibilities for Self-Renewal

- Professional Learning
- Professional Collaborative Teams
- Reflection on Practice
- Professional Contribution

Standard 5 – Professional Responsibilities for School and Community

- School Mission
- School-wide Activities
- Learning-centered Culture
- Student Support Systems
- Student Management Systems
- School, Family, and Community Connections
- Strategic Planning/Continuous Improvement
- Teacher Leadership
- Ethical Standards

In addition to the Education Program Outcomes, all coursework is aligned with and integrates with national content area standards, West Virginia Department of Education's College and Career Readiness Standards (see below), International Society for Technology in Education (ISTE) (see below), Principles of Learning and Teaching, and Praxis Content areas (http://www.ets.org).

West Virginia Department of Education: College and Career Readiness Standards

College and Career Readiness standards ensure that students exit high school prepared for success in a wide range of high-quality postsecondary options. Specifically, college and career readiness refers to the knowledge, skills, and dispositions needed to be successful in postsecondary opportunities that lead to employment. West Virginia's approach to college and career readiness builds on foundations established through a comprehensive approach to high-quality early learning programming that extends through the middle and secondary learning years. College and career ready students in West Virginia exit high school with a complete understanding of the career opportunities available to them, the education necessary to be successful in their chosen pathway, and a plan to attain their goals.

International Society for Technology in Education (ISTE)

- Facilitate and Inspire Student Learning and Creativity
- Design and Develop Digital-Age Learning Experiences and Assessments

- Model Digital-Age Work and Learning Promote and Digital Citizenship and Responsibility
- Engage in Professional Growth and Leadership

InTASC Model Core Teaching Standards and Learning Progressions for Teachers

The Learner and Learning
Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Association for Advancing Quality in Educator Preparation (AAQEP) Standards

The University of Charleston is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP), a national accrediting organization recognized by the Council for Higher Education Accreditation. The University of Charleston is working toward accreditation of its educator preparation programs under the AAQEP standards with an anticipated quality assurance review in spring 2024.

Standard 1 Candidate/Completer Performance: **Program completers perform as professional educators with the capacity to support success for all learners.**
Standard 2 Completer Professional Competence and Growth: **Program completers adapt to working in a variety of contexts and grow as professionals.**
Standard 3 Quality Program Practices: **The program has the capacity to ensure that its completers meet Standards 1 and 2.**
Standard 4 Program Engagement in System Improvement: **Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.**

Please note that the UC Curriculum Alignment Matric still includes CAEP alignment during our transition.

University of Charleston Education Program Curriculum Alignment Matrix

3b. Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships with P-12 schools and districts

Clinical Placement and Partnership Design

In order to prepare students and candidates to become committed educators, lifelong learners, and community servants, the Education Program at the University of Charleston has established and maintains effective, collaborative partnerships and high-quality clinical practice which are fundamental to candidate development of knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

University of Charleston Education Program and its partners:

- Co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation; UC and its partners also establish mutually agreeable expectations for candidate entry, preparation, and exit, ensure that theory and practice are linked, maintain coherence across clinical and academic components of preparation, and share accountability for candidate outcomes.

- Co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development; UC also collaborates with partners to use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluations, continuous improvement, and retention of clinical educators in all clinical placement settings.

- Design clinical experience of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development; clinical experiences, including technology enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions that are associated with a positive impact on the learning and development of all P-12 students.

The UC Education Department maintains a mutually beneficial partnership for clinical preparation with Ruffner Elementary and Weberwood Elementary, both located in Charleston. Ruffner Principal Henry Nearman and his staff provide excellent clinical experiences for many program students and candidates, and several recent graduates are

employed there as well. Likewise, Weberwood Elementary Principal Mary Ann Munoz does the same as a more recent UC partnership which has developed over the past two years.

Cooperating teachers provide substantive feedback on individual candidates in clinical practice through the use of Teacher Candidate Assessment Rubric (TCAR) UC TCAR and Student Teacher Assessment Rubric (STAR) UC STAR. Two and three-way conferences with the students and candidates and cooperating teachers also provide informal feedback on program policies and practices.

Education faculty and clinical supervisors work hard to ensure candidates make strong connections between theory and practice. This takes place through frequent observations, use of TCARs and STARs, and informal discussion and feedback in courses and the student teaching seminars. Reflection is a regular part of the lesson planning process. In fieldwork prior to clinicals, lessons planned and taught are reflective of course content, providing a congruency between theory and practice. For example, lessons taught for EDUC 372/374, a foundational reading course, must focus on Reading/Language Arts or Reading in a Content Area. This helps maintain a coherence across clinical and academic components of preparation and share accountability for candidate outcomes between education faculty and clinical supervisors. This accountability is furthered through a consistency of assessment instruments (TCARs and STARs) as well as the UC Lesson Plan Rubric and Dispositions Rubric.

To co-select, prepare, evaluate, support and retain high-quality clinical educators who demonstrate a positive impact on candidates' development and P-12 student learning and development, the program field-placement coordinator (Dr. Jason Cheek) and program director collaborate and use career contacts and relationships along with recommendations from principals and veteran teachers. Feedback from candidates and field instructors is also considered. University field instructors meet with and work closely with these clinical educators, frequently engaging in three-way conferences (Triads) and conversations with candidates and cooperating teachers.

Responsibility for continuous improvement of candidate preparation is shared by these schools' faculties, as they provide expert feedback and guidance to a range of our candidates, from early observation experiences in the Freshman year to rich and nuanced student teaching and/or residency experiences for students nearing graduation. Ruffner and Weberwood administrators and teachers also regularly contribute to UC's EPPAC, as well as providing informal feedback to university supervisors and participate as interviewers for UC Education Program's Panels Admission Process.

Links to Partnership Information:

Kanawha County MOU (home county of Ruffner Elementary and Weberwood Elementary)

3c. Engages multiple stakeholders, including completers, local educators, schools, and districts, in data collection, analysis, planning, improvement, and innovation.

Educator Preparation Program Advisory Council

The Education Program holds biannual Education Preparation Program Advisory Council (EPPAC) meetings, as set forth in WVDE Policy 5100. These meetings occur once per semester and allow stakeholders to stay abreast of progress, revisions and changes in programs. Since Fall 2021 these meetings shave been well-attended and held virtually. Invitations are sent local teachers and administrators, as well as Arts & Science faculty, the dean of Arts & Sciences, the university provost, and student representatives all programs, both pre-candidates and candidates. A West Virginia Department of Education liaison also provides information about forthcoming changes in policy and operation, as well as providing feedback on any proposed program changes.

UC Fall 2021 EPPAC Meeting Minutes

UC Spring 2022 EPPAC Meeting Minutes

UC Fall 2022 EPPAC Meeting Minutes

3d. Enacts admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards *Appendix A

Program Admission and Monitoring Design

Benchmark I: Pre-Candidacy

Acceptance and enrollment at UC do not automatically make one a candidate in the Teacher Education Program. **Effective July 1, 2023,** Praxis CORE is no longer required by the WVDE for Program Admission. However, in order to provide basic skills assurances students must: **Earn a B (3.0) in each of the following courses: ENGL 102, MATH 121, and a 200 level English elective** or have an ACT score of 26; or above or revised SAT score of 1170 or above; or attained a single administration a New SAT score of 470 using the combined Evidence Based Reading and Writing and a score of 520 in

Math effective May 2016). For Math exemption only a minimum individual ACT enhanced score of 21 (effective Nov. 1989) in mathematics during any administration or a single administration SAT score of 530 in Math (effective May 2016).

Throughout the program, Education students maintain and monitor SharePoint Electronic Portfolios. These portfolios allow both students and the Program Director to access assignments and documents as needed to assess growth. At the end of each semester time is set aside in each course so students can upload the required assignments with the instructor present in order to facilitate the process. Prior to new Education leadership on Fall 2021, the Education Program had used Chalk and Wire to gather data. This program was deemed too costly and hard to access by the previous Education faculty and the Dean, so SharePoint, a free resource included in the Microsoft Office Suite, was suggested to Dr. Divita by Dean Bradley. Dr. Divita investigated Watermark as a possible collection site due to the ease of use for electronic collection of TCARs, STARS, etc. and their related data, but the cost was too much per UC administration.

SharePoint Electronic Portfolio Required Assignments per Course

Program Admission:

1. To be admitted to the Education Program, Teacher Education majors must have completed 60 credit hours by the end of the semester in which they apply for admission, and have a grade point average of 3.0 (or greater) with no grade lower than C. The GPA will be computed as follows:
    a. Overall 3.0 - All course work at admission to the Teacher Education program including ENGL 101, 102, and 103, UNIV 101 and 102 (or 203), UNIV 112;
    b. Professional Education Core – 3.0 for all professional education courses – C or better;
    c. Content Specialization(s) – 3.0 for all required course work completed in the candidate's chosen teaching specialization(s) – C or better;
    d. Students must demonstrate proficiency in computer information skills by earning a grade of C or better in EDUC 250;
    e. Currently, there are no restrictions upon the number of Praxis II test retakes a candidate may have. It is recommended that students who may have difficulty passing particular sub-tests seek tutoring from the Academic Success Center or make use of study materials available from the UC Library or from the Education Program office. Beginning Fall 2022 the WVDE began offering free vouchers for study.com resources that can help students who are taking any Praxis exams. Currently, all UC Education Program students have been offered a voucher. Study.com boasts a 93% pass rate. Our 2022 freshman cohort was

the first group to receive these vouchers as freshmen, so we will be monitoring the use and success of this support.

2. Panels Process-Once the above criteria are met, the student must complete *Application for Admission to the Education Program and Panel Interview* while taking EDUC 299 Theories of Learning and Teaching (offered each spring), and participate in the Admission Process, which includes an interview conducted by Education faculty, public school educators, and community professionals. The student will submit an electronic *portfolio* prior to panel interview including:

- letter of introduction
- current resume
- sample lesson plan or skills plan and reflection
- philosophy of education
- one field experience evaluation
- professional learning/development experience reflection
- technology work sample and reflection
- sample of work in an Arts & Sciences course and reflection
- work sample connected to ACEI standards (Elementary Education/Special Education) or CEC standards (Secondary Special Education)

Upon completion of the Admission Process, students are admitted fully, admitted provisionally, or denied admission to the program. If a Teacher Education major has an overall 3.00 GPA, has successfully passed all 3 (Mathematics, Reading, and Writing) required sub-tests of the Praxis Core, he or she is eligible for full admittance to the program. If a Teacher Education major has an overall 2.75 GPA and has successfully passed all 3 (Mathematics, Reading, and Writing) required sub-tests of the Praxis Core, he or she is eligible for provisional admittance to the program.

If a student is provisionally admitted to the program, the student must meet the full admission requirements within two semesters (including summer semester). A student who is provisionally admitted to the program may be allowed to take EDUC 320 while he or she is preparing to meet the requirements for full admission. If the student does not meet the requirements for full admission within two semesters, the student must go through the Panel process again before full admission is granted. The student will not be allowed to continue forward in the program until all requirements are met. Students who are provisionally admitted and fulfill the missing requirements within two semesters will not need to go through the Panel Interview process again.

Appeals Process

In addition to the existing appeals process stated in the University Academic Catalog for review of grading system, policy on grade appeal, D and F Repeat Rule, academic probation and dismissal policy, all students have the following Due Process/Student Rights.

Students who have specific personal or academic complaints or grievances (excluding grade complaint or appeal) related to any aspect of the Teacher Education or Educational Studies Program should specify the complaint, in writing, to the Program Director, the Department Chair, or to the Dean of the Division of Arts & Sciences. The UC online student complaint system is described more fully in the UC Student Handbook.

Students who are denied admission to the program may appeal the decision in writing to the Dean (Division of Arts & Sciences) and request, via the Department Chair, a hearing. Written results are provided within two weeks after the hearing.

The School of Arts & Sciences hears appeals from students regarding denial of admission to the program or clinical practice, removal from clinical practice, or other issues as necessary. Such appeals are made through the Education Program Director who appoints a substitute director for the appeal hearing.

Benchmark II: Candidacy and Advancement

Once a candidate has been fully admitted to candidacy, the student must:

a. Earn grades of C or better in all required courses
c. Successfully complete field experiences, student teaching, and/or internship with a grade of C or better at each program level where certification is being sought
d. Maintain a minimum 3.0 GPA
e. Earn a B (3.0) in each of the following courses: ENGL 102, MATH 121, and a 200 level English elective, pass all Praxis II exams required for their certification area, pass the WVTPA.
f. Have acceptable Dispositions assessment by program faculty while enrolled in 300 level methods courses

Note - Termination in the Teacher Education Program is recommended when it is reasonably clear that a candidate cannot meet the academic requirements, has consistently performed unsatisfactorily in field experiences and/or clinical practice, has failed to meet the disposition outcomes, and/or has been unable to pass the Praxis tests after multiple attempts; during a conference with the teacher candidate, the Education Program Director will review the current problem areas and suggest alternative courses of action.

Significant Field Experiences

Significant public school clinical experience during the junior year in EDUC 320 Integrated Methods and EDUC 378 Elementary Methods are structured to allow teacher candidates an opportunity to refine skills and develop competencies in lesson planning, instructional delivery, classroom management, and professionalism. During the experiences, students are evaluated by cooperating teachers and university supervisors. Performance during these experiences becomes one of the factors determining approval to student teach.

Benchmark III: Residency and Internship

To be eligible to apply for residency, the teacher candidate must meet the following requirements:

a. Receive full admittance to the UC Education Program
b. Submit application approved by the Education Program Director at least 3 months prior to residency or internship experience
c. Complete a minimum of 100 semester hours of appropriate credit with an overall 3.0 GPA
d. Complete all required courses with no less than a 3.0 GPA and replace all D's, F's or I's with a grade of C or better before student teaching or internship
e. Must have **earned a B (3.0) in each of the following courses: ENGL 102, MATH 121, and a 200 level English elective**, and all Praxis II content exams required in the certification area by November if the candidate plans to begin residency in the spring or by June if the candidate plans to begin residency in the fall. Candidates must also pass the WVTPA to graduate and apply for certification.

Note: Candidates cannot be concurrently enrolled in student teaching/residency and have recorded deficiencies in any academic course work or be seeking to retake Praxis Core measures that were previously failed.

Graduation and Certification-Teacher candidates must follow all university requirements for application for *graduation.*

1. Candidates are recommended for graduation from the University with a degree in teacher education when they have met the following requirements:
    a. Successfully complete program coursework with a minimum of 120 semester hours
    b. Pass all required PRAXIS II exams (required prior to residency/student teaching)
    c. File a formal application for graduation, on time, with the registrar

d. Earn a minimum grade of C in all required courses in content specialization(s), professional education, and University mandated courses
e. Earn a minimum overall GPA of 3.0 with removal of all Ds and Fs in required coursework
f. Fulfill all other University requirements and all University financial responsibilities.

The table below details the UC Education Program design of assessment and support.

UC Education Program Performance Assessment System

Determining What Candidates and Graduates will know, do, and be.

Stage	How does the Unit assess what candidates KNOW, DO, and BE (Dispositions)?
Benchmark I (At Admission) **Pre-Candidate Assessment** **UC Admission to Education Program Application** *Normally at the 60 hour point*	▪ Candidate submits initial signed background statement (DO) ▪ Candidate submits grades of B (3.0) or above in ENGL 102, MATH 121 and a 200 level English Elective (KNOW) ▪ Candidate has completed at least 60 credit hours with a GPA of 3.00 or higher (content, professional education core, and overall) (DO) ▪ Candidate has earned grades of C or better in all course work (KNOW) ▪ Candidate applies for admission, which includes university transcripts and faculty recommendations (DO) ▪ Candidate prepares and submits a Panel Admission Portfolio (DO, KNOW) ▪ Candidate successfully completes a Panel Admission Interview (DO, KNOW) ▪ Candidate has demonstrated the appropriate dispositions for pre-candidacy (BE)
Benchmark II (At MID-POINT) **Candidate Assessment** **Advancement (Candidacy) to Residency** *Normally at the 90-100 hour point*	▪ Candidate has completed a minimum of 96 credit hours with a GPA of 3.00 or higher (DO) ▪ Candidate has earned grades of C or better in all course work (KNOW) ▪ Candidate has completed course work through Education 300 level (KNOW) ▪ Candidate has successfully completed all field experiences (DO, KNOW) ▪ Candidate has passed all Praxis II exams required for cert. area (KNOW) ▪ Candidate completes and submits an official background check (DO) ▪ Successful candidates must be **approved** by the Program Director and the Education Unit for Residency (BE) ▪ Candidate has demonstrated the appropriate dispositions for candidacy (BE)

Stage	How does the Unit assess what candidates KNOW, DO, and BE (Dispositions)?
Benchmark III (At **EXIT** from program) **Student Teaching / Graduation / Certification**	▪ Candidate has completed a minimum of 100 credit hours (DO) ▪ Candidate has fulfilled all University requirements (DO) ▪ Candidate has achieved a GPA of 3.00 or higher in all course work (KNOW) ▪ Candidate has earned grades of C or better in all course work (KNOW) ▪ Candidate has successfully completed all field experiences, including residency (DO, KNOW) ▪ Candidate submits Residency Portfolio (DO, KNOW) ▪ Candidate has successfully passed Background Check (DO) ▪ Candidate has passed all required Praxis II exams (KNOW) ▪ Candidate has passed the WVTPA ▪ Candidate has demonstrated the appropriate dispositions of a future educator (BE)
POST-GRADUATION *1 to 2 years into teaching*	▪ Graduates complete UC Alumni Survey assessing quality of the UC Education Program (DO) ▪ Within the Alumni Survey, UC requests that graduates share their most recent employment evaluation for employer assessment. Those willing to share can include their email address as a survey response.

3e. Engages in continuous improvement of program and program components and investigates opportunities for innovation through an effective quality assurance system*Appendix D, Appendix E

Educator Preparation Program Advisory Council (EPPAC)
Monthly Education Program Meetings

Educator Preparation Program Advisory Committee (EPPAC)

The Education Program holds biannual Education Preparation Program Advisory Council (EPPAC) meetings, as set forth in WVDE Policy 5100. These meetings occur once per semester and allow stakeholders to stay abreast of progress, revisions and changes in programs. Since Fall 2021 these meetings shave been well-attended and held virtually. Invitations are sent local teachers and administrators, as well as Arts & Science faculty, the dean of Arts & Sciences, the university provost, and student representatives all programs, both pre-candidates and candidates. A West Virginia Department of Education liaison also provides information about forthcoming changes in policy and operation, as well as providing feedback on any proposed program changes.

UC Fall 2021 EPPAC Meeting Minutes

UC Spring 2022 EPPAC Meeting Minutes

UC Fall 2022 EPPAC Meeting Minutes

Monthly Education Program Meetings

The UC Education Program holds monthly, in-person, collaborative program meetings which are attended by the three faculty members and administrative assistant. Prior to each meeting the Program Director creates and then shares the agenda with those attending with a request to review and suggest any additions or edits to the agenda. These meetings as well as frequent informal meetings serve as opportunities to review and revise procedures and policies, assess student dispositions, address student concerns, and develop plans to remediate students as needed.

To encourage and support the collaborative nature of the Education Program, during the meeting each attendee takes responsibility for presenting information for portion aligned with their area of specialty or responsibility.

The list below gives a general view of those subjects covered and those presenting in each meeting.

- Recruitment/Enrollment /Communication Updates -Sydney Hughes (Administrative Assistant)
- Course and student discussion and updates-All
- Data review and uploads to One Drive (TCAR, STAR, Lesson Plan Rubric, WVTP-end of each semester)-Susan Divita (Program Director)
- Field placement updates -Jason Cheek Assistant Professor
- Praxis test and voucher updates- Sydney Hughes (Administrative Assistant)
- Education Student Groups- Susan Divita (Program Director
- UC Learning Lab updates-Sarah Gallagher Assistant Professor
- Local position openings and need-Jason Cheek
- ISTE Pledge and actions- Sarah Gallagher Assistant Professor, Susan Divita
- SharePoint Student Electronic Portfolios-Susan Divita
- Educational Trips-Jason Cheek

- AAQEP updates-Susan Divita
- New Business-All

Examples of Education Program Meeting Agendas:
September 2022 Program Meeting Agenda
October 2022 Program Meeting Agenda
November December Program Meeting Agenda
January 2023 Program Meeting Agenda
February 2023 Program Meeting Agenda
March 2023 Program Meeting Agenda
April 2023 Program Meeting Agenda

Examples of Education Program Meeting Minutes:
August 2021 Program Meeting Minutes
October 2021 Program Meeting Minutes
August 2022 Program Meeting Minutes
September 2022 Program Meeting Minutes
October 2022 Program Meeting Minutes
January 2023 Program Minutes

3f. Maintains capacity for quality in staffing, resources, operational processes, and institutional commitment *Appendix C

Description of Faculty Resources to support program:

The three Education Program full time faculty members share teaching responsibilities across the program based on their areas of expertise, licensure, and degree. When faculty are hired, they have relevant Doctoral and/or Masters degrees, K-12 teaching and/or administrative experience and are up to date with teacher education issues, trends, best practices and policy. A review of the faculty qualifications in Appendix C shows that 67% (2/3) of the program faculty have earned a terminal degree relevant to teacher education. Only one adjunct is employed to teach ART 341, Art Education. This current adjunct holds a Masters of Arts in Teaching Art Education K-Adult with eight years of teaching experience. 27 or 45% of the program faculty are part-time faculty serving as university coaches who supervise student teaching. Program faculty range in years of experience teaching between10-20 years. Withing the UC Education Program however, those

years of experience are between 1-2 years due to the previously discussed leadership and faculty turnover in the Fall of 2021. UC Education faculty are qualified as is the adjunct who receives support from the Program Director to develop and teach the courses to which they are assigned.

Our faculty members also participate collaboratively in UC's high-quality curriculum include faculty participation in monthly program meetings, Education Program Professional Learning Sessions (designed for students and instructors), Faculty Institute (held at the beginning of each semester), UC Professional Development opportunities throughout the year, and attendance and presentations at external conferences and professional development opportunities. These experiences allow for faculty member to share new finding with one another and to routinely consider and all faculty build collaborative engagement activities with for students.

Some examples of UC Education faculty staying current in the field are:

- attending AAQEP sponsored seminars and workshops
- attendings the Appalachian College Association's Teaching and Learning Institute and Symposium (as participant and presenter)
- presenting at the West Virginia Reading Association's Conference
- presenting at Marshall University's Regional iPED (Inquiring Pedagogies) Conference
- participating and presenting in the Central West Virginia Writing Project's Writing Conference
- participating in Open Learning West Virginia Statewide Convening

Professional Learning Sessions for the 2022-2023 Academic Year:

Approaches to Teaching Literacy in the Intermediate Grades-Niki Kurten, 5th grade teacher
Panels Interviews Spring 2023
Mock Panels Interviews-Principal Ashley James
Student Teacher Orientation
Read Aloud WV Training-Dawn Miller of Read Aloud WV executive Director
Kanawha County Learning 20/20 Tech Integration Team-Tim White
Social Emotional Learning in the Classroom-Dr. Jim Harris
Preparing to be an Educator-Jackson County Superintendent William Hosaflook
Student Groups Organizational Meeting
WV Public Broadcasting Learning Resources-Maggie Holley
Understanding WV Schools for the Deaf and Blind-Superintendent Clayton Burch
Montessori 101-Jennifer Carriger, Director of Mountaineer Montessori

Emergent Literacy-Paige DeHart, 1st grade teacher and UC alumnus

Professional Learning Sessions Sign in Sheets

Activities such as the examples above allows the Education Program to stay abreast of trends and topics in the field (both locally and nationally), network with EPPs from throughout the state and surrounding regions, and make connections with a wide variety of teachers, mentors, administrators, and liaisons.

Description of Program Operation Processes

While the administrative assistant and program director work throughout the summer, August 1 marks the true beginning of the academic year for the Education Program. During the month of August, Education Program instructors finalize course syllabi, eLearn content (UC's LMS), rosters, office hours, and schedules for the fall semester. The Field Placement Coordinator also touches base with principals to finalize field placement assignments for the fall semester. Student teaching assignments are made the semester before student teaching begins because candidates begin in their classroom before the first day of classes for UC. Per UC policy, we also submit schedules and textbook requirements for the second semester during August. This policy is set to ensure that the catalog is live and accessible for advising each semester. The second week in August is UC's Faculty Institute a time when all faculty gather to review procedures, policy updates, attend school, department, program meetings, and discuss to best-practices. Classes generally start the third week of August.

At the beginning of the term all Education Program students receive the UC Education Program Handbook and sign off on their receipt and reading of the document. Student also complete a field placement survey to document the details of their placement(s) for the semester and sign a field placement agreement (related to attendance, expectations, and communication) along with their cooperating teacher.

In September, we follow-up with our EPPAC members to verify the October EPPAC meeting date and agenda. We also update out Program Learning Outcomes Report and submit it to the Dean annually. During this time and each month, Dr. Cheek also monitors and documents local teaching position openings so we can assess that data as it relates to the UC Education Program offerings. Sydney Hughes, administrative assistant, also order Praxis vouchers once our rosters are set, on Fall Freeze and coordinates graduation applications for fall. September is when field instructors begin observations for student teachers. All three faculty members share these responsibilities since each student teacher must

be evaluated twice a month. Sharing responsibilities allows multiple perspectives and diverse feedback and also keeps us from having to use an external person who is not immersed in our program as a field instructor.

October means advising and during two weeks in October, Dr. Divita meets with each Education Program student (pre candidates and candidates) to discuss the program, life in general, and to create a schedule for the following semester and a long-term plan within the program. During October, Dr. Cheek begins to pre plan for Spring field placement and student teacher placements, and we hold a mandatory Student Teacher Orientation meeting where requirements and expectations are initially reviewed. Field placement and student teaching observations are ongoing throughout the months of October and November. November always seems to sneak up on us quickly pas re-candidates and candidates are finishing field placement requirements and student teachers are finalizing STARs and the WVTPA. In mid-November we hold a Student Teaching Showcase where each candidate presents their WVTPA to Education faculty and rising student teachers. This is a reflective, culminating, and often very emotional final gathering of our seniors before they graduate and leave UC. Our final Program meeting for November and December allows faculty time to assess and reflect on the semester in terms of practice and data and to consider what changes, tweaks, or updates might be needed in the future.

The second semester is in large part a re-do of semester one, of course with updates and adjustments dependent on student needs and the courses faculty are teaching.

UC Faculty Assembly Schedule Fall 2023
UC Education Program Handbook 2022-2023
UC Student Field Placement Survey
UC Field Placement Agreement
Teacher Vacancies Monitoring
LEA Communication Documentation
Fall 2023 Student Teaching Observations Tentative Schedule
Student Teaching Orientation Agenda, Information, and Forms

Descriptions of Institutional Staffing Support Resources

Staff expertise plays an important role in the collaborative nature of the UC Education Program and in the development of prepared teacher candidates and efficient program support systems.

Multiple UC offices and programs support the UC Education Program and collaborate with Education Program Faculty and students to promote student success. Staff and some faculty members work year-round to provide personal support to meet the individual needs of faculty and students.

- Debbie Bannister (Director of First Year Programs and Advising) and Kara Fisher (Assistant Professor of Political Science and FYE advisor) support the UC students in the First Year Experience. Dr. Fisher advises all incoming freshman and transfer students who are interested in the Education Program and communicates with Dr. Divita (who acts as advisor to all Education Program students) about transcripts, individual needs, course selection, and schedules throughout the summer (prior to beginning course work) and throughout the first year experience.
- Registrar Nicole Rupe and members of Student Solutions process admission applications for all UC programs. Student Solutions oversees the application system, updates the application website, and uploads forms replated to student needs. This office contacts students regarding admission issues, answers questions from the applicants, and collaborates with student, advisors, faculty, and department personnel throughout the university.
- Beth Wolfe, Executive Vice President of Enrollment Management, and her team offer ongoing support to the UC Education Program. An annual Program Dashboard Response requires Program Directors to plan and respond to data related to enrollment and trends. Dr. Wolfe's office supports us by providing resources we can share to see our enrollment plans through and by planning enrollment events for the institution as a whole.

  May 2023 Education Program Executive Summary Dashboard Response

- Gail Carter, Vice President of University Development, has been instrumental in supporting innovation within the UC Education by monitoring alumni donation and other fund available for our use. During the 2021-2022 academic year a donor reached out to Gail looking for a way to support the Education Program. We responded with a plan for the UC Learning Lab. Our proposal was approved by UC Administration as well as the donor and by the end of the academic year, the UC Learning Lab was a reality allowing Professor Sarah Gallaher to act as Learning Lab Coordinator and plan a variety of collaborative professional learning sessions.

  Additional, Gail Carter facilitated an additional alumni donation that we proposed fund our EDUC 340 Collaboration in the Schools field trip to Romney, WV's WV Schools for the Deaf and Blind. Dr. Cheek and his students worked together to plan the trip and it was a success in every way imaginable. Positive feedback from students and faculty alike illustrated a life-changing experience and prior relationships as well as connections formed during the trip has opened up conversations about the potential of UC having a Bachelor's Program for Deaf and Hard of Hearing, which currently does not exists anywhere else in WV.

The UC Learning Lab

WV Schools for the Deaf and Blind Itinerary

- Christina Carr of Alumni Relations supports UC Education by helping to facilitate contact with our graduates. While the office is not able to share the email addresses of alumni with us, Christina helped to format the email delivery of the UC Alumni Survey which, when sent from Dr. Divita's school email address, finally elicited responses.

Description of Institutional Commitment to Program

The Education Program is part of the Social Science Department in the School of Arts and Sciences. Dr. Mike Bayly is the Department Chair and offers support to the Education Program but also allows Education Program faculty and leadership to collaboratively run the program as they have been doing since they began in Fall 2021. The Education Program participates in Department meetings, offering updates, and participated in the Social Science Honors Convocation this year, an event organized to honor students in Social Sciences Department who are in program specific honor societies as well as the recognizing the outstanding senior scholar for each program.

Description of Institutional Support for Program:

Dr. Tracy Bradley, Dean of the Morris Harvey School of Arts and Sciences, oversees and maintain the Education Program (as well as all other Arts and Sciences Programs), the classrooms, labs, equipment, schedules, and faculty and staff who work within the school. She is highly involved in the day-to-day operations of not only the Education Program but each of the programs within the school. Under the supervision of Dr. Bradley, our Instructional Technology Team ensures that faculty and staff have working laptops and monitors, technology and equipment support, offices, office and classroom furniture, supplies, and materials for teaching and working. Dr. Bradley also works to support a positive work environment. Dr. Bradley oversees and ensures that the School of Arts and Sciences faculty and staff understand and follow university policies, protocols, and procedures. Dr. Bradley communicates with the provost so there are adequate numbers of staff and faculty. She also coordinates the hiring of new personnel and evaluation processes allowing retention and promotion policies to be understood and followed. Dr. Bradley supports Program Directors by offering guidance regarding student, staff and faculty complaints and issues. She also oversees reimbursement s and the budget of the School of Arts and Sciences and offers guidance and support as Program Director work to develop those budgets annually.

The University's financial commitment to the Education Program and its accreditation and quality outcomes for students is evidenced by the 16% increase in the Education department's allocated budget over the past four years (FYE 2021 to FYE 2024) at a time when the University's total budget increased by 3%. The program and the School of Arts & Sciences shared the vision for the program and requested support for accreditation-related costs through the annual university-wide budgeting process that involves all academic units, and those requests were approved by the University's administration. The University's strong commitment to the Education Program's success is further reflected in the continuing budgetary support for the program despite a drop in headcount student enrollment, effectively increasing the University's investment per Education Program student by 169% during the same four-year-period. Through its financial and non-financial support for the Education Program's QAR self-student and with a successful accreditation outcome, the University believes it will attract, retain, and graduate students who will be our quality educators of tomorrow, sustaining the University's education mission.

Education Program Budget and Actual FY 21-23

Coursework Embedded within Clinical Placement Sites
University of Charleston Education Program and its partners:

- Co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation; UC and its partners also establish mutually agreeable expectations for candidate entry, preparation, and exit, ensure that theory and practice are linked, maintain coherence across clinical and academic components of preparation, and share accountability for candidate outcomes.

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The UC Education Department maintains a mutually beneficial partnership for clinical preparation with Ruffner Elementary and Weberwood Elementary, both located in Charleston. Ruffner Principal Henry Nearman and his staff provide excellent clinical experiences for many program students and candidates, and several recent graduates are employed there as well. Likewise, Weberwood Elementary Principal Mary Ann Munoz does the same as a more recent UC partnership which has developed over the past two years.

Cooperating teachers provide substantive feedback on individual candidates in clinical practice through the use of Teacher Candidate Assessment Rubric (TCAR) TCAR and Student Teacher Assessment Rubric (STAR) STAR . Two- and three-way conferences with the students and candidates and cooperating teachers also provide informal feedback on program policies and practices.

Education faculty and clinical supervisors work hard to ensure candidates make strong connections between theory and practice. This takes place through frequent observations, use of TCARs and STARs, and informal discussion and feedback in courses and the student teaching seminars. Reflection is a regular part of the lesson planning process. In fieldwork prior to clinicals, lessons planned and taught are reflective of course content, providing a congruency between theory and practice. For example, lessons taught for EDUC 372/374, a foundational reading course, must focus on Reading/Language Arts or Reading in a Content Area. This helps maintain a coherence across clinical and academic components of preparation and share accountability for candidate outcomes between education faculty and clinical supervisors. This accountability is furthered through a consistency of assessment instruments (TCARs and STARs) as well as the UC Lesson Plan Rubric and Dispositions Rubric.

To co-select, prepare, evaluate, support and retain high-quality clinical educators who demonstrate a positive impact on candidates' development and P-12 student learning and development, the program field-placement coordinator (Dr. Jason Cheek) and program director collaborate and use career contacts and relationships along with recommendations from principals and veteran teachers. Feedback from candidates and field instructors is also considered. University field instructors meet with and work closely with these clinical educators, frequently engaging in three-way conferences (Triads) and conversations with candidates and cooperating teachers.

Responsibility for continuous improvement of candidate preparation is shared by these schools' faculties, as they provide expert feedback and guidance to a range of our candidates, from early observation experiences in the Freshman year to

rich and nuanced student teaching and/or residency experiences for students nearing graduation. Ruffner and Weberwood administrators and teachers also regularly contribute to UC's EPPAC, as well as providing informal feedback to university supervisors and participate as interviewers for UC Education Program's Panels Admission Process.

Description of Mechanisms to Collect Student Feedback and how data are used:

UC Education Program students provide feedback to the program in several ways.

- SET Surveys: Prior to the conclusion of each semester, UC students anonymously evaluate all instructors through the Student Experience of Teaching (SET) Survey. The ratings of instruction provide valuable feedback to the instructor, Program Directors, Department Chairs, and Dean. Education Program faculty meet to discuss this and other data in the final Program Meeting of each term but also discuss the results informally to look for common themes or needs to be addressed. Education Program faculty discuss with students the need for specific and detailed feedback on the SET survey so we are able to use the information for continuous growth.
- Student Teacher Evaluation of Cooperating Teacher: Prior to graduation and at the end of their student teaching placements, candidates are asked to complete the Cooperating Teacher Evaluation. This document is reviewed by the Field Placement Coordinator, Dr. Cheek, and discussed with the student teacher and Program Director as necessary. This feedback may be considered when placing future student teachers.
- Advising Meetings: During advising meetings which are held once each semester with Dr. Divita, one part of the meeting is a general discussion about how things are going. During this time students are able to discuss courses and instructors candidly with the understanding that they are in a confidential setting. Dr Divita makes notes as needed and brings up issues (without identifying details) to be discussed either in Program Meetings or with individual instructors when appropriate. Dr. Divita also tries to empower students to communicate concerns with their instructors during the course as opposed to waiting for the SET survey at the end of the semester allowing more time for consideration, self-correction, and growth.
- UC Education Alumni Survey: The UC Alumni Survey is a local, program developed survey shared with completers following their graduation from the UC Education Program. This survey was created in the Fall of 2022. Prior to the UC Alumni Survey two external surveys had been used: NExT Exit Survey and Skyfactor. NeXT Exit Survey was used throughout the state of West Virginia during the last accreditation cycle and through Fall of 2021. In fall 2021 the WV Higher Education Policy Commission asked for institution to pilot the Skyfactor Completer Survey following a WVDE decision that the NeXT Exit Survey would no longer be used. Along with several other institutions UC volunteered to pilot the Skyfactor survey. UC received zero responses to the initial piloted survey. After other pilot institutions reported the same lack of response it was determined that Skyfactor would not be pursued and EPPs were encouraged to create their own surveys if required for accreditation.

UC created the survey linked below and initially worked with the UC Office Alumni Relations to share the survey. The Alumni Office would not share emails of program graduates. The Alumni Office did however agree to share the survey with recent alumni. This initial sharing brought zero responses as well. The Office of Alumni had mentioned that the email might go to junk, which could explain a lack of response. Finally, Dr. Divita gathered completer and alumni emails through social media contacts and word of mouth and began to collect non-school emails prior to graduation. We were thrilled to receive eight responses once the survey was sent via email from Dr. Divita's school email account. We feel this response supports our belief that the personal connections created in the program can offer continued support for our alumni and the program itself.
Our data is drawn from survey respondents who report program completion 2018-Spring 2023.

UC Cooperating Teacher Evaluation Form for Student Teachers
UC Alumni and Completer Survey

Standard 3 Summary and Plans for Improvement

As demonstrated by the data detailed above UC Education has the capacity (internally and with partners) to ensure that our completers are prepared and succeed professionally. We will continue to follow these practices and policies and to monitor each to determine ongoing effectiveness and growth.

Program and Curricular Design

All programs within the University of Charleston's Education Program are aligned with West Virginia Professional Teaching Standards (WVPTS). These standards consist of curriculum and planning; the learner and learning environment; teaching; professional responsibilities for self-renewal; and professional responsibilities for school and community. In addition to these and Education Program Outcomes, all coursework is aligned with and integrates with national content area standards, West Virginia Department of Education's College and Career Readiness Standards, International Society for Technology in Education (ISTE), Principles of Learning and Teaching, and Praxis Content areas. By aligning with these comprehensive standards, UC Education demonstrates the capacity to ensure that our completers are prepared and succeed professionally.

Clinical Placement and Partnership Design

As detailed above, the Education Program at the University of Charleston has established and maintains effective, collaborative partnerships and high-quality clinical practice which are fundamental to candidate development of knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development. The University of Charleston Education Program and its partners:

- Co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation; UC and its partners also establish mutually agreeable expectations for candidate entry, preparation, and exit, ensure that theory and practice are linked, maintain coherence across clinical and academic components of preparation, and share accountability for candidate outcomes.

- Co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development; UC also collaborates with partners to use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluations, continuous improvement, and retention of clinical educators in all clinical placement settings.

- Design clinical experience of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development; clinical experiences, including technology enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions that are associated with a positive impact on the learning and development of all P-12 students.

Education faculty and clinical supervisors work to ensure candidates make strong connections between theory and practice. This takes place through frequent observations, use of TCARs and STARs, and informal discussion and feedback in courses and the student teaching seminars. Reflection is a regular part of the lesson planning process. In fieldwork prior to clinicals, lessons planned and taught are reflective of course content, providing a congruency between theory and practice. Responsibility for continuous improvement of candidate preparation is shared by these schools' faculties, as they provide expert feedback and guidance to a range of our candidates, from early observation experiences in the Freshman year to rich and nuanced student teaching and/or residency experiences for students nearing graduation.

Educator Preparation Program Advisory Council and Monthly Education Program Meetings

The Education Program holds biannual Education Preparation Program Advisory Council (EPPAC) meetings, as set forth in WVDE Policy 5100. These meetings occur once per semester and allow stakeholders to stay abreast of progress, revisions and changes in programs. Since Fall 2021 these meetings shave been well-attended and held virtually. Invitations are sent local teachers and administrators, as well as Arts & Science faculty, the dean of Arts & Sciences, the university provost, and student representatives all programs, both pre-candidates and candidates. A West Virginia Department of Education liaison also provides information about forthcoming changes in policy and operation, as well as providing feedback on any proposed program changes.

The UC Education Program holds monthly, in-person, collaborative program meetings which are attended by the three faculty members and administrative assistant. Prior to each meeting the Program Director creates and then shares the agenda with those attending with a request to review and suggest any additions or edits to the agenda. These meetings as well as frequent informal meetings serve as opportunities to review and revise procedures and policies, assess student dispositions, address student concerns, and develop plans to remediate students as needed. To encourage and support the collaborative nature of the Education Program, during the meeting each attendee takes responsibility for presenting information for portion aligned with their area of specialty or responsibility.

Program Admission and Monitoring Design

For Education Program admission consideration, all students must successfully complete the Mathematics, Reading, and Writing sub-tests of the Praxis Core: Core Academic Skills for Educators (CORE) or have an exemption (detailed previously). To be admitted to the Education Program, students must have completed 60 credit hours by the end of the semester in which they apply for admission, and have a grade point average of 3.0 (or greater) with no grade lower than C. They must also complete the Panels Process at which point students are either admitted fully, admitted provisionally, or denied admission to the program. If a student is provisionally admitted to the program, the student must meet the full admission requirements within two semesters (including summer semester). Once a candidate has been fully admitted (Benchmark II) the student must maintain requirements detailed previously in the report. To be eligible for Student Teaching/Residency (Benchmark III) the teacher candidate must meet and maintain additional requirements explained previously. Candidates are recommended for graduation and certification once they have successfully completed program coursework with a minimum of 120 semester hours; passed all required PRAXIS II exams (required prior to residency/student teaching); filed a formal application for graduation, on time, with the registrar; earned a minimum grade of C in all required courses in content specialization(s), professional education, and University mandated course, earned a minimum overall GPA of 3.0 with removal of all Ds and Fs in required coursework; and fulfilled all other

University requirements and all University financial responsibilities. Additional takeaways related to Program monitoring will be discussed in Standard 4's summary.

Faculty Resources to the Support Program:

The three Education Program full time faculty members share teaching responsibilities across the program based on their areas of expertise, licensure, and degree. Our faculty members also participate collaboratively in UC's high-quality curriculum include faculty participation in monthly program meetings, Education Program Professional Learning Sessions (designed for students and instructors), Faculty Institute (held at the beginning of each semester), UC Professional Development opportunities throughout the year, and attendance and presentations at external conferences and professional development opportunities. These experiences allow for faculty member to share new finding with one another and to routinely consider and all faculty build collaborative engagement activities with for students.

Activities such as the examples detailed previously allow the Education Program to stay abreast of trends and topics in the field (both locally and nationally), network with EPPs from throughout the state and surrounding regions, and make connections with a wide variety of teachers, mentors, administrators, and liaisons.

Description of Program Operation Processes

August 1 marks the true beginning of the academic year for the Education Program. During the month of August, Education Program instructors finalize course syllabi, eLearn content (UC's LMS), rosters, office hours, and schedules for the fall semester. The Field Placement Coordinator also touches base with principals to finalize field placement assignments for the fall semester. Student teaching assignments are made the semester before student teaching begins because candidates begin in their classroom before the first day of classes for UC. Per UC policy, we also submit schedules and textbook requirements for the second semester during August. This policy is set to ensure that the catalog is live and accessible for advising each semester. The second week in August is UC's Faculty Institute a time when all faculty gather to review procedures, policy updates, attend school, department, program meetings, and discuss to best-practices. Classes generally start the third week of August.

At the beginning of the term all Education Program students receive the UC Education Program Handbook and sign off on their receipt and reading of the document. Student also complete a field placement survey to document the details of their placement(s) for the semester and sign a field placement agreement (related to attendance, expectations, and communication) along with their cooperating teacher.

In September, we follow-up with our EPPAC members to verify the October EPPAC meeting date and agenda. We also update out Program Learning Outcomes Report and submit it to the Dean annually. During this time and each month, Dr. Cheek also monitors and documents local teaching position openings so we can assess that data as it relates to the UC Education Program offerings. Sydney Hughes, administrative assistant, also order Praxis vouchers once our rosters are set, on Fall Freeze and coordinates graduation applications for fall. September is when field instructors begin observations for student teachers. All three faculty members share these responsibilities since each student teacher must be evaluated twice a month. Sharing responsibilities allows multiple perspectives and diverse feedback and also keeps us from having to use an external person who is not immersed in our program as a field instructor.

October means advising and during two weeks in October, Dr. Divita meets with each Education Program student (pre candidates and candidates) to discuss the program, life in general, and to create a schedule for the following semester and a long-term plan within the program. During October, Dr. Cheek begins to pre plan for Spring field placement and student teacher placements, and we hold a mandatory Student Teacher Orientation meeting where requirements and expectations are initially reviewed. Field placement and student teaching observations are ongoing throughout the months of October and November. November always seems to sneak up on us quickly as candidates and candidates are finishing field placement requirements and student teachers are finalizing STARs and the WVTPA. In mid-November we hold a Student Teaching Showcase where each candidate presents their WVTPA to Education faculty and rising student teachers. This is a reflective, culminating, and often very emotional final gathering of our seniors before they graduate and leave UC. Our final Program meeting for November and December allows faculty time to assess and reflect on the semester in terms of practice and data and to consider what changes, tweaks, or updates might be needed in the future.

The second semester is in large part a re-do of semester one, of course with updates and adjustments dependent on student needs and the courses faculty are teaching. Thus far, Program Operation run smoothly and efficiently, but will continue to monitor for issues and opportunities for improvement.

Descriptions of Institutional Staffing Support Resources

Staff expertise plays an important role in the collaborative nature of the UC Education Program and in the development of prepared teacher candidates and efficient program support systems. Multiple UC offices and programs support the UC Education Program and collaborate with Education Program Faculty and students to promote student success. Staff and some faculty members work year-round to provide personal support to meet the individual needs of faculty and students. This support has been detailed previously in the report. We will continue to work cooperatively with various

offices to ensure clear communications that lead to Education students needs being met in a personal, positive, and timely fashion.

Description of Institutional Commitment and Support to Program

The Education Program is part of the Social Science Department in the School of Arts and Sciences. Dr. Mike Bayly is the Department Chair and offers support to the Education Program but also allows Education Program faculty and leadership to collaboratively run the program as they have been doing since they began in Fall 2021. Dr. Tracy Bradley, Dean of the Morris Harvey School of Arts and Sciences, oversees and maintain the Education Program (as well as all other Arts and Sciences Programs), the classrooms, labs, equipment, schedules, and faculty and staff who work within the school. She is highly involved in the day-to-day operations of not only the Education Program but each of the programs within the school.

Coursework Embedded within Clinical Placement Sites

The University of Charleston Education Program and its partners:

- Co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation; UC and its partners also establish mutually agreeable expectations for candidate entry, preparation, and exit, ensure that theory and practice are linked, maintain coherence across clinical and academic components of preparation, and share accountability for candidate outcomes.

- Co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development; UC also collaborates with partners to use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluations, continuous improvement, and retention of clinical educators in all clinical placement settings.

- Design clinical experience of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development; clinical experiences, including technology enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions that are associated with a positive impact on the learning and development of all P-12 students.

Mechanisms to Collect Student Feedback:

UC Education Program students provide feedback to the program in several ways: SET Surveys, student teacher evaluation of the cooperating teacher; advising meetings: and The UC Alumni Survey.

In the future, UC Education will maintain data charts to document communication with graduates (misch like we do for LEA communications).

In addition to supporting Standard 3, this data illustrates UC Education remaining true to its mission **to prepare candidates to be committed educators, lifelong learners, and community servants.** The results reflect support of students and candidates to: aspire to be educators who are committed to their students, colleagues, work, and the schools in which they are placed; develop and demonstrate a passion for ongoing and lifelong learning about the profession, their content, their practice, and the students they serve by being intellectual and reflective practitioners; serve not only their own students and school, but the community of Charleston at large.

Section IV

The Case for Standard 4: Program Engagement in Improvement

Is the program engaged in strengthening the education system in conjunction with its stakeholders and in keeping with its institutional mission?

To demonstrate that the University of Charleston's Education Program meets the requirements of Standard 4: Program Engagement in System Improvement, we provide evidence for each aspect with relevant appendices and documents referenced, followed by an overall summary statement for Standard 4.

Additionally, the WV CAPA (Content Area Program Approval) process is a state content approval process that will allow institutions flexibilities to the SPA process. Once implemented, institutions will be able to choose SPA recognition or WV CAPA approval. With UC's transition to AAQEP, UC's content areas must be approved by WV CAPA since there is no SPAs associated with AAQEP at this time. UC's CAPA report timeline is Fall 2024.

4a. Engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes.

The Education Program holds biannual Education Preparation Program Advisory Council (EPPAC) meetings, as set forth in WVDE Policy 5100. These meetings occur once per semester and allow stakeholders to stay abreast of progress, revisions, and changes in programs. Since Fall 2021 these meetings have been well-attended and held virtually. Invitations are sent local teachers and administrators, as well as Arts & Science faculty, the Dean of Arts & Sciences, the university Provost, and student representatives all programs, both pre-candidates and candidates. A West Virginia Department of Education liaison also provides information about forthcoming changes in policy and operation, as well as providing feedback on any proposed program changes.

The UC Education Department maintains a mutually beneficial partnership for clinical preparation with Ruffner Elementary and Weberwood Elementary, both located in Charleston. Ruffner Principal Henry Nearman and his staff provide excellent clinical experiences for many program students and candidates, and several recent graduates are employed there as well. Likewise, Weberwood Elementary Principal Mary Ann Munoz does the same as a more recent UC partnership which has developed over the past two years. Principal Nearman regularly attends UC EPPAC meetings and Principal Munoz will be invited to attend future meetings with our new partnership forming.

Ruffner Elementary School reports 54.5% free/discounted lunch recipients. Per schooldigger.com it is ranks 203rd out of 375 West Virginia Elementary Schools. Its demographic breakdown is: 75% white, 13.6% African American, and 8.7% two or more races. These demographics are true to the population of Charleston WV as a whole. Students are frequently placed at Ruffner for field placement and student teaching. This allows UC faculty, pre-candidates, and candidates to engage in a high needs school and to participate in efforts to reduce disparities in educational outcomes. Weberwood Elementary reports 24.4% free/discounted lunch recipients. Per schooldigger.com it is ranks 32nd out of 375 West Virginia Elementary Schools. Its demographic breakdown is: 83.5% white, 8.8% African American, and 5.7% two or more races. Both elementary schools are small, neighborhood schools. Ruffner has 264 total students with an average class size of 14. Weberwood has 261 total students with an average class size of 16. Placements in both schools allow students to compare and contract contributing factors, reflect on these disparities, and consider how these factors will impact their instructional decisions.

UC Fall 2021 EPPAC Meeting Minutes

UC Spring 2022 EPPAC Meeting Minutes

UC Fall 2022 EPPAC Meeting Minutes

4b. Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support.

University representatives, typically the Program Director, also participate in a wide variety of WVDE sponsored meetings with fellow education preparation programs, representatives from Educational Testing Service (ETS), legislators, committee members, and/or state superintendent and staff. This serves to keep the department updated on proposed state legislation and policy changes, WVDE policy and operations, current trends in the state, and problems or areas of concern related to EPPs. Currently Education Program faculty serve as a member of the following:

1. **WV TEAC** (West Virginia Teacher Education Advisory Council) which facilitates cooperation and communication between EPPs (Education Preparation Programs), the WVDE (West Virginia Department of Education), and HEPC (Higher Education Policy Commission) and makes recommendations concerning the improvement of instruction and programs, to facilitate the

exchange of information and ideas, to improve articulation and coordination among the institutions of West Virginia, and to consider any additional matters requested by members of the Committee. (Dr. Divita)

2. **WVDE WVCPTS** (West Virginia Commission for Professional Teaching Standards) which consists of 21 members representing the major constituents within the educational community. Included in the membership are ten classroom teachers; three higher education representatives from teacher education, including a total of two from two different public and one from a private institution of higher education; one county superintendent; one elementary principal; one secondary principal; one county board of education member; one State Board member; and three laypersons. WVCPTS enables the education community to promote and demand excellence in the preparation and performance of the state's educational professionals. (Dr. Divita)
3. **WVDE EPPRB** (Educator Preparation Program Review Board) which reviews all initially proposed programs in order to submit or withhold a recommendation for program approval to the WVBE, all proposed substantive changes to existing WVBE-approved programs and submitting or withholding a recommendation for acceptance of such changes to the WVBE, and reports from accreditation boards to recommend institutions' programs for continuing program approval. (Dr. Divita)
4. West Virginia Underwood Smith Teaching Scholarship Review Committee and acting liaison and mentor (Dr. Cheek, Dr. Divita)
5. UC maintains an articulation agreement with Bridge Valley Community and Technical College which encourages students who finish the Bridge Valley associate degree in Elementary Education to attend UC to complete their Elementary Education degree in two additional years.
6. Each month, Dr. Cheek also monitors and documents local teaching position openings so we can assess that data as it relates to the UC Education Program offerings.

Teacher Vacancies Monitoring

4c. Supports completers' entry into and/or continuation in their professional role, as appropriate to the credential or degree being earned *Appendix B

Certification Support Description

As student teachers complete their placement, the steps toward certification below are shared with each candidate. In addition to sharing these steps, the Program Director keeps in contact with each candidate after graduation (via email and text) to keep them apprised of their status regarding document upload as it pertains to UC. UC's responsibility regarding certification is to upload Praxis scores, WVTPA scores, the conferred transcript, and to sign off on approval of the request through the WVDE Authentication Certification Portal (linked below).

1. The application should not be started or approved at the University until the official academic transcripts are ready with the graduation conferral date.
2. The applicant will begin completing the on-line application Form 20T.

3. The applicant will print and have a paper application Form 7 notarized and delivered to the University to upload.
4. If the applicant has held certification in our office other than the Clinical Experience Permit, a Form 7 will not be required.
5. As the applicants are completing the process, they only select a county of employment if they are employed in a county school system in some capacity besides the clinical experience.
6. Once the application is approved by the University with all documents uploaded, it will go to the county for approval or if no county is listed, the application goes to the applicant for the $35.00 on-line payment.
7. If fingerprints are required, the applicant will receive the Service Code from WVDE to be fingerprinted within an hour of our office downloading the application.

WVDE Authentication Certification Portal

4d. Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and uses that information to improve programs

Partnership with WVDE and Kanawha County Schools

University representatives, typically the Program Director, also participate in a wide variety of WVDE sponsored meetings with fellow education preparation programs, representatives from Educational Testing Service (ETS), legislators, committee members, and/or state superintendent and staff. This serves to keep the department updated on proposed state legislation and policy changes, WVDE policy and operations, current trends in the state, and problems or areas of concern related to EPPs. Currently Education Program faculty serve as a member of the following:

1. **WV TEAC** (West Virginia Teacher Education Advisory Council) which facilitates cooperation and communication between EPPs (Education Preparation Programs), the WVDE (West Virginia Department of Education), and HEPC (Higher Education Policy Commission) and makes recommendations concerning the improvement of instruction and programs, to facilitate the exchange of information and ideas, to improve articulation and coordination among the institutions of West Virginia, and to consider any additional matters requested by members of the Committee. (Dr. Divita)

2. **WVDE WVCPTS** (West Virginia Commission for Professional Teaching Standards) which consists of 21 members representing the major constituents within the educational community. Included in the membership are ten classroom teachers; three higher education representatives from teacher education, including a total of two from two different public and one from a private institution of higher education; one county superintendent; one elementary principal; one secondary principal; one county board of education member; one State Board member;

and three laypersons. WVCPTS enables the education community to promote and demand excellence in the preparation and performance of the state's educational professionals. (Dr. Divita)
3. WVDE EPPRB (Educator Preparation Program Review Board) which reviews all initially proposed programs in order to submit or withhold a recommendation for program approval to the WVBE, all proposed substantive changes to existing WVBE-approved programs and submitting or withholding a recommendation for acceptance of such changes to the WVBE, and reports from accreditation boards to recommend institutions' programs for continuing program approval. (Dr. Divita)
4. West Virginia Underwood Smith Teaching Scholarship Review Committee and acting liaison and mentor (Dr. Cheek, Dr. Divita)
5. UC maintains an articulation agreement with Bridge Valley Community and Technical College which encourages students who finish the Bridge Valley associate degree in Elementary Education to attend UC to complete their Elementary Education degree in two additional years.
6. Each month, Dr. Cheek also monitors and documents local teaching position openings so we can assess that data as it relates to the UC Education Program offerings.
7. As Field Placement coordinator, Dr. Cheek also shares the WVDE Cooperating Teacher Training Module with all cooperating teachers prior to the UC candidate beginning the placement. (link below).
8. Additionally, the Program Director shares introductory documents with expectations, contact information for questions and comments, and a discussion form to facilitate an introduction to the home school . The candidates deliver hard copies of these communications to the cooperating teachers.
9. Kanawha County Schools now also requires a short in-person orientation for student teachers. This program is carried out entirely by Kanawha County Schools. They contact our candidates directly to schedule a convenient time for the orientation to take place.
10. At the end of each semester, UC Education shares a Google survey with administration from partner schools to give each school the opportunity to provide feedback (for all field placements). It should be noted that we do not always receive feedback from this survey (most likely due to the time frame in which we send it which is a very busy time for principals), however we are in constant contact by email, text, and phone call with our partner schools' administration and cooperating teachers.

Teacher Vacancies Monitoring

WVDE Cooperating Teacher Training Modules
Kanawha County MOU (home county of Ruffner Elementary and Weberwood Elementary)
Cooperating Teacher Introductory Letter
Cooperating Teacher Responsibilities

Cooperating Teacher Discussion Form
UC Education Program Placement Feedback Survey
UC Education Program Placement Feedback Survey Responses

Student Teacher Evaluation of Cooperating Teacher: Prior to graduation and at the end of their student teaching placements, candidates are asked to complete the Cooperating Teacher Evaluation. This document is reviewed by the Field Placement Coordinator, Dr. Cheek, and discussed with the student teacher and Program Director as necessary. This feedback may be considered when placing future student teachers.
UC Cooperating Teacher Evaluation Form for Student Teachers

4e. Meets obligations and mandates established by the state, states, or jurisdiction within which it operates

Program and Curricular Design

All programs within the University of Charleston's Education Program are aligned with West Virginia Professional Teaching Standards (WVPTS). These standards consist of curriculum and planning; the learner and learning environment; teaching; Professional Responsibilities for Self-Renewal; and Professional Responsibilities for School and Community. Education Program faculty collaborate regarding how to effectively introduce, support, and assess these aspects.

The WVPTS were revised by a resource team coordinated by the West Virginia Department of Education (the 21-member West Virginia Commission for Professional Teaching Standards) to ensure alignment with the state's 21st Century teaching and learning initiative. The West Virginia Professional Teaching Standards use as a basis for its domains of knowledge, the work of Linda Darling-Hammond and John Bransford in Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do (2005). A review of the research was conducted that included effective teaching and national standards documents such as those of the National Council for the Accreditation of Teacher Education (NCATE); Interstate New Teacher Assessment and Support Consortium (INTASC); National Board for Professional Teaching Standards (NBPTS); International Society for Technology in Education (ISTE); as well as other states' standards and West Virginia's Frameworks for High Performing 21st Century Classrooms, Schools and School Systems. West Virginia's standards were based on the work of Charlotte Danielson in Enhancing Professional Practice: A Framework for Teaching (2007); and a summary of surveys and

forums conducted by Susan Saltrick that asked West Virginia educators to describe the essential knowledge and skills needed by a teacher in today's classroom (2006). Subsequent revisions of this document have been made following recommendations by the West Virginia Task Force on Professional Teaching Standards and consultation with various education stakeholders. Teacher candidates in all programs demonstrate their knowledge of the WVPTS by successfully completing aligned coursework, successfully engaging in filed work and clinical practice, passing program required Praxis exams, and by passing the West Virginia Teacher Performance Assessment (WVTPA).

West Virginia Professional Teaching Standards

Standard 1 - Curriculum and Planning:

- Core Content
- Pedagogy
- Setting Goals and Objectives for Learning
- Designing Instruction
- Student Assessments

Standard 2 - The Learner and the Learning Environment

- Understanding Intellectual/Cognitive, Social, and Emotional Development
- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Implementing Classroom Procedures
- Managing Student Behaviors
- Organizing Physical Space

Standard 3 – Teaching

- Importance of Content
- Communicating with Students
- Questioning and Discussion Techniques
- Student Engagement
- Use of Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

Standard 4 – Professional Responsibilities for Self-Renewal

- Professional Learning
- Professional Collaborative Teams

- Reflection on Practice
- Professional Contribution

Standard 5 – Professional Responsibilities for School and Community

- School Mission
- School-wide Activities
- Learning-centered Culture
- Student Support Systems
- Student Management Systems
- School, Family, and Community Connections
- Strategic Planning/Continuous Improvement
- Teacher Leadership
- Ethical Standards

In addition to the Education Program Outcomes, all coursework is aligned with and integrates with national content area standards, West Virginia Department of Education's College and Career Readiness Standards (see below), International Society for Technology in Education (ISTE) (see below), Principles of Learning and Teaching, and Praxis Content areas (http://www.ets.org).

West Virginia Department of Education: College and Career Readiness Standards

College and Career Readiness standards ensure that students exit high school prepared for success in a wide range of high-quality postsecondary options. Specifically, college and career readiness refers to the knowledge, skills, and dispositions needed to be successful in postsecondary opportunities that lead to employment. West Virginia's approach to college and career readiness builds on foundations established through a comprehensive approach to high-quality early learning programming that extends through the middle and secondary learning years. College and career ready students in West Virginia exit high school with a complete understanding of the career opportunities available to them, the education necessary to be successful in their chosen pathway, and a plan to attain their goals.

International Society for Technology in Education (ISTE)

- Facilitate and Inspire Student Learning and Creativity
- Design and Develop Digital-Age Learning Experiences and Assessments
- Model Digital-Age Work and Learning Promote and Digital Citizenship and Responsibility
- Engage in Professional Growth and Leadership

InTASC Model Core Teaching Standards and Learning Progressions for Teachers

The Learner and Learning
Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Association for Advancing Quality in Educator Preparation (AAQEP) Standards

The University of Charleston is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP), a national accrediting organization recognized by the Council for Higher Education Accreditation. The University of Charleston is working toward accreditation of its educator preparation programs under the AAQEP standards with an anticipated quality assurance review in spring 2024.

Standard 1 Candidate/Completer Performance: **Program completers perform as professional educators with the capacity to support success for all learners.**
Standard 2 Completer Professional Competence and Growth: **Program completers adapt to working in a variety of contexts and grow as professionals.**
Standard 3 Quality Program Practices: **The program has the capacity to ensure that its completers meet Standards 1 and 2.**
Standard 4 Program Engagement in System Improvement: **Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.**

Please note that the UC Curriculum Alignment Matric still includes CAEP alignment during our transition.

University of Charleston Education Program Curriculum Alignment Matrix

4f. Investigates its own effectiveness relative to its institutional and/or programmatic mission and commitments

Educator Preparation Program Advisory Council (EPPAC) Meeting minutes

The Education Program holds biannual Education Preparation Program Advisory Council (EPPAC) meetings, as set forth in WVDE Policy 5100. These meetings occur once per semester and allow stakeholders to stay abreast of progress, revisions and changes in programs. Since Fall 2021 these meetings shave been well-attended and held virtually. Invitations are sent local teachers and administrators, as well as Arts & Science faculty, the dean of Arts & Sciences, the university provost, and student representatives all programs, both pre-candidates and candidates. A West Virginia Department of Education liaison also provides information about forthcoming changes in policy and operation, as well as providing feedback on any proposed program changes.

UC Fall 2021 EPPAC Meeting Minutes

UC Spring 2022 EPPAC Meeting Minutes

UC Fall 2022 EPPAC Meeting Minutes

Monthly Program Meetings

The UC Education Program holds monthly, in-person, collaborative program meetings which are attended by the three faculty members and administrative assistant. Prior to each meeting the Program Director creates and then shares the agenda with those attending with a request to review and suggest any additions or edits to the agenda. These meetings as well as frequent informal meetings serve as opportunities to review and revise procedures and policies, assess student dispositions, address student concerns, and develop plans to remediate students as needed.

To encourage and support the collaborative nature of the Education Program, during the meeting each attendee takes responsibility for presenting information for portion aligned with their area of specialty or responsibility.

The list below gives a general view of those subjects covered and those presenting in each meeting that may pertain to program effectiveness relative to its institutional and/or programmatic mission and commitments.

- Recruitment/Enrollment /Communication Updates -Sydney Hughes (Administrative Assistant)
- Course and student discussion and updates-All
- Data review and uploads to One Drive (TCAR, STAR, Lesson Plan Rubric, WVTP-end of each semester)-Susan Divita (Program Director)
- Field placement updates -Jason Cheek Assistant Professor

- Praxis test and voucher updates- Sydney Hughes (Administrative Assistant)
- Education Student Groups- Susan Divita (Program Director
- UC Learning Lab updates-Sarah Gallagher Assistant Professor
- Local position openings and need-Jason Cheek
- ISTE Pledge and actions- Sarah Gallagher Assistant Professor, Susan Divita
- SharePoint Student Electronic Portfolios-Susan Divita
- Educational Trips-Jason Cheek
- AAQEP updates-Susan Divita
- New Business-All

Examples of Education Program Meeting Agendas:
September 2022 Program Meeting Agenda
October 2022 Program Meeting Agenda
November December Program Meeting Agenda
January 2023 Program Meeting Agenda
February 2023 Program Meeting Agenda
March 2023 Program Meeting Agenda
April 2023 Program Meeting Agenda

Examples of Education Program Meeting Minutes:
August 2021 Program Meeting Minutes
October 2021 Program Meeting Minutes
August 2022 Program Meeting Minutes
September 2022 Program Meeting Minutes
October 2022 Program Meeting Minutes
January 2023 Program Minutes

Student Survey Result Review
Prior to the conclusion of each semester, UC students anonymously evaluate all instructors through the Student Experience of Teaching (SET) Survey. The ratings of instruction provide valuable feedback to the instructor, Program Directors, Department Chairs, and Dean. Education Program faculty meet to discuss this and other data in the final Program Meeting of each term but also discuss the results informally to look for common themes or

needs to be addressed. Education Program faculty discuss with students the need for specific and detailed feedback on the SET survey so we are able to use the information for continuous growth.

A review of Student Evaluation of Teaching (SET) results from Fall 2021 through Spring 2023 shows consistent growth across all areas of instruction. The batch reports linked below show an increase in the percentages of students who report specific instructional practices as occurring "Consistently" (4). We believe this consistent and significant growth (as much as an 18% increase in reports of a practice occurring consistently) reflects active teaching practices within the program and our devotion to continuous growth by reviewing, discussing, and planning our instruction in part based on this important student feedback.

Fall 2021 SET Surveys Education Faculty Combined
Spring 2022 SET Surveys Education Faculty Combined
Fall 2022 SET Surveys Education Faculty Combined
Spring 2023 SET Surveys Education Faculty Combined

Standard 4 Summary and Plans for Improvement

As demonstrated by the data detailed above the UC Education Program is engaged in strengthening the education system in conjunction with its stakeholders and its institutional mission.

- Biannual Education Preparation Program Advisory Council (EPPAC) meetings and a mutually beneficial partnership for clinical preparation with Ruffner Elementary and Weberwood Elementary allow the program to engage with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes.
- University representatives participate in a wide variety of WVDE sponsored meetings with fellow education preparation programs, legislators, committee members, and/or state superintendent and staff. Completers receive strong and consistent support related to certification.
- Strong relationships with stakeholders and educational entities allow the program to investigate available and trustworthy evidence regarding completer placement, effectiveness, and retention which is used to improve programs.
- Program and curricular design are aligned to standards from multiply perspectives (local, state, and national) allowing the program to meet obligations and mandates established by the state, states, or jurisdiction within which it operates.

- And finally varied meetings, survey, and assessments are utilized to investigate and assess the UC Education Program's effectiveness relative to its institutional and/or programmatic mission and commitments.

In addition to supporting Standard 4, this data illustrates UC Education remaining true to its mission **to prepare candidates to be committed educators, lifelong learners, and community servants.** The results reflect support of students and candidates to: aspire to be educators who are committed to their students, colleagues, work, and the schools in which they are placed; develop and demonstrate a passion for ongoing and lifelong learning about the profession, their content, their practice, and the students they serve by being intellectual and reflective practitioners; serve not only their own students and school, but the community of Charleston at large.

Section V
Conclusion, Findings, and Commitments

To demonstrate that the University of Charleston's Education Program meets the requirements of Standards 1, 2, 3, and 4 we have provided and detailed evidence for each standard and aspect. Below is a summary of the findings followed by plans for the UC Education Program.

Standards 1 and 2

The UC Lesson Plan provides data that revealing UC Education Program completers performing as professional educators with the capacity to support success for all learners (Standard 1) and adapt to working in a variety of contexts and grow as professionals (Standard 2). We will continue to use the UC Lesson Plan throughout the program and will work will both precandidates and candidates to ensure an understanding of each requirement and the direct role each factor plays in planning and teaching. We will continue to focus on the UC Lesson Plan elements related to context and collaboration and their importance to professional growth and instruction. We will continue to gather data for this tool.

It should be noted that since we began preparing this report, we were informed that with approval of the WVTPA as a accepted teacher performance measure by the WVDE, the PLT will no longer be required. Once this change is in policy it will also apply to our program.

The UC STAR provides data that demonstrates that UC Education Program completers perform as professional educators with the capacity to support success for all learners (Standard 1) and adapt to working in a variety of contexts and grow as professionals (Standard 2).Education faculty believe we can continue to improve upon in our courses as they relate to leaner support and diverse contexts. By continuing to focus on creating course experiences that are active and allow for a variety of interactions and perspectives of a variety of contexts and by consistently surveying our completers, we hope the empower our graduates with the ability to ensure professional flexibility and growth.

The UC Disposition Rubric provides data that demonstrates that UC Education Program completers perform as professional educators with the capacity to support success for all learners (Standard 1) and adapt to working in a variety of contexts and grow as professionals (Standard 2).We will continue to use the UC Disposition Rubric but plan to review this tool after our accreditation visit in Spring 2024.

The UC Alumni Survey provides data that demonstrates that UC Education Program completers perform as professional educators with the capacity to support success for all learners (Standard 1) and adapt to working in a variety of contexts and grow as professionals (Standard 2).We were very happy with the initial response we received and plan to continue the

use of our locally made UC Alumni Survey. Education Faculty who began in Fall 2021 have focused on creating course experiences that are active and allow for a variety of interactions and perspectives. By continuing to do this and by consistently surveying our completers, we hope the empower our graduates with the ability to ensure that they have an understanding of assessment of and for student learning, assessment and data literacy, and use of data to inform practice. We feel it is significant that a majority of scores that were disagree or strongly disagree came from the years 2018 and 2019, prior to the new leadership and instruction in the UC Education Programs. A majority of responses from 2021, 2022, and 2023 fell in the agree and strongly agree score range. We will continue to request employee evaluations as part of the UC Alumni Survey and hope to include data in future evaluations in order to further address how our completers are prepared to support all learners and work in diverse contexts from the perspective of the employer, which is currently lacking in our data.

The UC TCAR provides data that demonstrates that UC Education Program completers perform as professional educators with the capacity to support success for all learners (Standard 1) and adapt to working in a variety of contexts and grow as professionals (Standard 2). We will continue to utilize this tool and gather data.

The WVTPA provides data that demonstrates that UC Education Program completers perform as professional educators with the capacity to support success for all learners (Standard 1) and adapt to working in a variety of contexts and grow as professionals (Standard 2). One idea faculty are currently discussing is co-teaching the seminar course (EDUC 496) which focuses on the WVTPA, thus allowing each instructor to bring his/her strengths to the course and so candidates have consistent access to all faculty members throughput their student teaching experience. In addition to helping candidates successfully complete the WVTPA, the final semester in the Education Program can be taxing emotionally for students as well, so this decision has also been made to try to optimally support the students academically, mentally, and emotionally. The varying instructors could impact these results, but the investigation into how to best facilitate the course is well worth the slight decline, if indeed that is a factor.

Standards 3 and 4

Program and Curricular Design

All programs within the University of Charleston's Education Program are aligned with West Virginia Professional Teaching Standards (WVPTS) and UC Education Program Outcomes. All coursework is aligned with and integrates national content area standards, West Virginia Department of Education's College and Career Readiness Standards, International Society for Technology in Education (ISTE), Principles of Learning and Teaching, and Praxis Content areas. By aligning with these

comprehensive standards, UC Education demonstrates the capacity to ensure that our completers meet Standards 1 and 2. These programmatic practices also strengthen the P-20 education system considering local needs and support the program's mission, Standards 3 and 4.

Clinical Placement and Partnership Design

As detailed in this report, the Education Program at the University of Charleston has established and maintains effective, collaborative partnerships and high-quality clinical practice which are fundamental to candidate development of knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development. The University of Charleston Education Program and its partners: Education faculty and clinical supervisors work to ensure candidates make strong connections between theory and practice Responsibility for continuous improvement of candidate preparation is shared by these schools' faculties, as they provide expert feedback and guidance to a range of our candidates, from early observation experiences in the Freshman year to rich and nuanced student teaching and/or residency experiences for students nearing graduation. We will continue to work collaboratively to find a best fit specifically for our Secondary Special Education candidates during Student Teaching/Residency, which has thus far been a challenge. UC Education clinical placements and partnership design demonstrate the capacity to ensure that our completers meet Standards 1 and 2. The placements and partnership design also strengthen the P-20 education system considering local needs and support the program's mission, Standards 3 and 4.

Educator Preparation Program Advisory Council and Monthly Education Program Meetings

The Education Program holds biannual Education Preparation Program Advisory Council (EPPAC) meetings. These meetings occur once per semester and allow stakeholders to stay abreast of progress, revisions and changes in programs. Since Fall 2021 these meetings shave been well-attended and held virtually. Invitations are sent local teachers and administrators, as well as Arts & Science faculty, the dean of Arts & Sciences, the university provost, and student representatives all programs, both pre-candidates and candidates. A West Virginia Department of Education liaison also provides information about forthcoming changes in policy and operation, as well as providing feedback on any proposed program changes.

The UC Education Program holds monthly, in-person, collaborative program meetings which are attended by the three faculty members and administrative assistant. Prior to each meeting the Program Director creates and then shares the agenda with those attending with a request to review and suggest any additions or edits to the agenda. These meetings as

well as frequent informal meetings serve as opportunities to review and revise procedures and policies, assess student dispositions, address student concerns, and develop plans to remediate students as needed. To encourage and support the collaborative nature of the Education Program, during the meeting each attendee takes responsibility for presenting information for portion aligned with their area of specialty or responsibility.

EPPAC and Program Meetings are designed to support and cultivate rich relationships and demonstrate the capacity to ensure that our completers meet Standards 1 and 2. These meetings also strengthen the P-20 education system considering local needs and support the program's mission, Standards 3 and 4.

Program Admission and Monitoring Design

For Education Program admission consideration, all students must **earn a B (3.0) in each of the following courses: ENGL 102, MATH 121, and a 200 level English elective** or have an exemption (detailed previously). To be admitted to the Education Program, students must have completed 60 credit hours by the end of the semester in which they apply for admission, and have a grade point average of 3.0 (or greater) with no grade lower than C. They must also complete the Panels Process at which point students are either admitted fully, admitted provisionally, or denied admission to the program. If a student is provisionally admitted to the program, the student must meet the full admission requirements within two semesters (including summer semester). Once a candidate has been fully admitted (Benchmark II) the student must maintain requirements detailed previously in the report. To be eligible for Student Teaching/Residency (Benchmark III) the teacher candidate must meet and maintain additional requirements explained previously. Candidates are recommended for graduation and certification once they have successfully completed program coursework with a minimum of 120 semester hours; passed all required PRAXIS II exams (required prior to residency/student teaching) along with the WVTPA; filed a formal application for graduation, on time, with the registrar; earned a minimum grade of C in all required courses in content specialization(s), professional education, and University mandated course, earned a minimum overall GPA of 3.0 with removal of all Ds and Fs in required coursework; and fulfilled all other University requirements and all University financial responsibilities.

Program Admission and Monitoring design demonstrate the capacity to ensure that our completers meet Standards 1 and 2. The placements and partnership design also strengthen the P-20 education system considering local needs and support the program's mission, Standards 3 and 4. Appendix D, Internal Quality Controls, details a cohort review that tracks 11 students through the program beginning in Fall 2021. Of the 11 students, three students received provisional admission to the UC Education Program in Spring 2020, the year of COVID. We felt that the ups and down of the 2021-2022 year paired with new leadership called for more flexibility in meeting Praxis requirements for admission. Hindsight revealed

this flexibility, while well intentioned, was not the correct choice. We now have meetings with students who receive provisional admission to the program (as well as with all students who apply) to discuss specific, realistic options and possibilities and we document these discussions in writing. Additionally, the WVDE Multiple Measure Waiver (which recently went into effect) allows candidates who fail the Praxis II exams twice (and meet other requirements such as minimum GPA and an individualized support plan) to student teach under a provisional permit. They then have a year to pass all required tests to become certified. Finally, the WVDE offers vouchers through study.com com which we can make available to our students. These resources provide support for all Praxis exams. UC Education students received these vouchers in Fall 2022, and we are awaiting data regarding how these vouchers might impact Praxis CORE and Praxis IIs.

Faculty Resources to the Support Program

The three Education Program full time faculty members share teaching responsibilities across the program based on their areas of expertise, licensure, and degree. Our faculty members also participate collaboratively in UC's high-quality curriculum include faculty participation in monthly program meetings, Education Program Professional Learning Sessions (designed for students and instructors), Faculty Institute (held at the beginning of each semester), UC Professional Development opportunities throughout the year, and attendance and presentations at external conferences and professional development opportunities. These experiences allow for faculty member to share new finding with one another and to routinely consider and all faculty build collaborative engagement activities with for students.

Activities such as the examples detailed previously allow the Education Program to stay abreast of trends and topics in the field (both locally and nationally), network with EPPs from throughout the state and surrounding regions, and make connections with a wide variety of teachers, mentors, administrators, and liaisons. Faculty Qualifications are detailed in Appendix C and can be found here. UC Education faculty are qualified instructors and life-long learners who collaborate with each other and students thus demonstrating the capacity to ensure that our completers meet Standards 1 and 2. Faculty practices and relationships also strengthen the P-20 education system considering local needs and support the program's mission, Standards 3 and 4.

Description of Program Operation Processes

August 1 marks the true beginning of the academic year for the Education Program. During the month of August, Education Program instructors finalize course syllabi, eLearn content (UC's LMS), rosters, office hours, and schedules for the fall semester. The Field Placement Coordinator also touches base with principals to finalize field placement assignments for the fall semester. Student teaching assignments are made the semester before student teaching begins

because candidates begin in their classroom before the first day of classes for UC. Per UC policy, we also submit schedules and textbook requirements for the second semester during August. This policy is set to ensure that the catalog is live and accessible for advising each semester. The second week in August is UC's Faculty Institute a time when all faculty gather to review procedures, policy updates, attend school, department, program meetings, and discuss to best-practices. Classes generally start the third week of August.

At the beginning of the term all Education Program students receive the UC Education Program Handbook and sign off on their receipt and reading of the document. Student also complete a field placement survey to document the details of their placement(s) for the semester and sign a field placement agreement (related to attendance, expectations, and communication) along with their cooperating teacher.

In September, we follow-up with our EPPAC members to verify the October EPPAC meeting date and agenda. We also update out Program Learning Outcomes Report and submit it to the Dean annually. During this time and each month, Dr. Cheek also monitors and documents local teaching position openings so we can assess that data as it relates to the UC Education Program offerings. Sydney Hughes, administrative assistant, also order Praxis vouchers once our rosters are set, on Fall Freeze and coordinates graduation applications for fall. September is when field instructors begin observations for student teachers. All three faculty members share these responsibilities since each student teacher must be evaluated twice a month. Sharing responsibilities allows multiple perspectives and diverse feedback and also keeps us from having to use an external person who is not immersed in our program as a field instructor.

October means advising and during two weeks in October, Dr. Divita meets with each Education Program student (pre candidates and candidates) to discuss the program, life in general, and to create a schedule for the following semester and a long-term plan within the program. During October, Dr. Cheek begins to pre plan for Spring field placement and student teacher placements, and we hold a mandatory Student Teacher Orientation meeting where requirements and expectations are initially reviewed. Field placement and student teaching observations are ongoing throughout the months of October and November. November always seems to sneak up on us quickly as candidates and candidates are finishing field placement requirements and student teachers are finalizing STARs and the WVTPA. In mid-November we hold a Student Teaching Showcase where each candidate presents their WVTPA to Education faculty and rising student teachers. This is a reflective, culminating, and often very emotional final gathering of our seniors before they graduate and leave UC. Our final Program meeting for November and December allows faculty time to assess and reflect on the semester in terms of practice and data and to consider what changes, tweaks, or updates might be needed in the future.

The second semester is in large part a re-do of semester one, of course with updates and adjustments dependent on student needs and the courses faculty are teaching. Thus far, Program Operation run smoothly and efficiently, and

demonstrate the capacity to ensure that our completers meet Standards 1 and 2. These practices also strengthen the P-20 education system considering local needs and support the program's mission, Standards 3 and 4.

Descriptions of Institutional Staffing Support Resources

Staff expertise plays an important role in the collaborative nature of the UC Education Program and in the development of prepared teacher candidates and efficient program support systems. Multiple UC offices and programs support the UC Education Program and collaborate with Education Program Faculty and students to promote student success. Staff and some faculty members work year-round to provide personal support to meet the individual needs of faculty and students. This support has been detailed previously in the report. We will continue to work cooperatively with various offices to ensure clear communications that lead to Education students needs being met in a personal, positive, and timely fashion. Staffing support demonstrates the capacity to ensure that our completers meet Standards 1 and 2. This support also helps to strengthen the P-20 education system considering local needs and support the program's mission, Standards 3 and 4.

Description of Institutional Commitment and Support to Program

The Education Program is part of the Social Science Department in the School of Arts and Sciences. Dr. Mike Bayly is the Department Chair and offers support to the Education Program but also allows Education Program faculty and leadership to collaboratively run the program as they have been doing since they began in Fall 2021. Dr. Tracy Bradley, Dean of the Morris Harvey School of Arts and Sciences, oversees and maintain the Education Program (as well as all other Arts and Sciences Programs), the classrooms, labs, equipment, schedules, and faculty and staff who work within the school. She is highly involved in the day-to-day operations of not only the Education Program but each of the programs within the school. This commitment demonstrates the capacity to ensure that our completers meet Standards 1 and 2 and also strengthens the P-20 education system considering local needs and support the program's mission, Standards 3 and 4.

Coursework Embedded within Clinical Placement Sites

The University of Charleston Education Program and its partners:

- Co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation; UC and its partners also establish mutually agreeable expectations for candidate entry, preparation, and exit, ensure that theory and practice are linked, maintain coherence across clinical and academic components of preparation, and share accountability for candidate outcomes.

- Co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development; UC also collaborates with partners to use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluations, continuous improvement, and retention of clinical educators in all clinical placement settings.
- Design clinical experience of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development; clinical experiences, including technology enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions that are associated with a positive impact on the learning and development of all P-12 students.

Mechanisms to Collect Student Feedback

UC Education Program students provide feedback to the program in several ways: SET Surveys, student teacher evaluation of the cooperating teacher; advising meetings: and The UC Alumni Survey.

In the future, UC Education will maintain data charts to document communication with graduates (misch like we do for LEA communications).

The mechanisms above demonstrate the capacity to ensure that our completers meet Standards 1 and also strengthen the P-20 education system considering local needs and support the program's mission, Standards 3 and 4.

The evidence presented throughout this QAR illustrates the small but mighty UC Education Program remaining true to its mission to prepare candidates to be committed educators, lifelong learners, and community servants while also meeting the requirements of AAQEP Standards 1, 2, 3, and 4. Our results reflect support of students and candidates: to aspire to be educators who are committed to their students, colleagues, work, and the schools in which they are placed; to develop and demonstrate a passion for ongoing and lifelong learning about the profession, their content, their practice, and the students they serve by being intellectual and reflective practitioners; and to serve not only their own students and school, but the community of Charleston at large. We remain committed to the practices we see succeeding and will work toward continuous growth by addressing the areas discussed in this report.

Section VI
Appendices to the QAR

Appendix A

Candidate Recruitment, Selection, and Monitoring

Supports aspect 3d: Enacts admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards.

Graduating Fall 2022-Spring 2023 Cohort

To determine the effectiveness of UC Education's institutional processes including recruitment, selection, and monitoring, we will describe retention and completer data for completion student projected to graduating Fall 2022-Spring 2023. Students in this cohort were enrolled in EDUC 320 Integrated Methods in Fall 2021, the year that new leadership and faculty began in the UC Education Program. There were 11 students in the course who were enrolled in a program leading to certification and completed this course.

Within this group, 3 of the 11 (27%) graduated a semester early and became certified.

- Student A opted to drop the Special Education portion of her Elementary and Special Education Degree so she could graduate early (Spring 2022) due to financial concerns. She served as a TIR in a first-grade classroom and is currently employed as a teacher in Kanawha County WV.
- Student B was a transfer student who arrived with enough transfer credit to student teach in Spring 2022. For his program, Secondary Special Education, he had a traditional placement in a middle school and high school special education classroom, 7 weeks each. He recently graduated with his master's degree in strategic leadership from UC while playing a sport for which he had an additional year of eligibility due to COVID. and was a substitute teacher while enrolled in the master's program.
- Student C entered the program with enough dual credits to graduate a semester early (Fall 2022). She was an Elementary Education major and served as a TIR in a first-grade classroom and is currently employed as a teacher in Kanawha County WV.

Within this group, 5 of the 11 (45%) graduated on time and became certified.

- 2 students graduated from the Elementary Education Program and became certified. One student served as a TIR in a second-grade classroom and is employed in Kanawha County, WV. The other was in a traditional student teaching placement (7 weeks in 1st grade and 7 weeks in 5th grade) and is pursuing employment out of state.
- 2 students graduated from the Elementary and Special Education Program and became certified. Both students were in traditional student teaching placements (7 weeks in a primary setting, 7 weeks in an

intermediate setting). Both are pursing certification and meet all certification requirements (Spring 2023 graduates). One is pursuing a job out of state and the other will remain at UC for a master's degree in strategic leadership.

- 1 student graduated from the Secondary Special Education Program. He had a traditional placement in a middle school and high school special education classroom, 7 weeks each. He meets all certification requirements and will pursue certification (Spring 2023 graduate). He plans to be a substitute while pursuing a master's degree in Deaf and Hard of Hearing.
- One student was not in this course, but as a Bridge Valley Community College Associates Graduate who came to UC under our articulation agreement. She graduated in Spring 2023, became certified and is already employed in Kanawha County WV in the same school in which she student taught. Her position begins in Fall 2023.

Within this group, 3 of the 11 (27%) were unable to pass the Praxis exams required to student teach and opted to change majors.

- Student D was unable to pass Praxis Core and opted to be a General Studies major. He completed an Education Studies Internship as his capstone experience which allowed him to receive support and guidance from Education faculty. He graduated in Fall 2022 and is currently employed as a substitute teacher out of state.
- Student E was unable to pass Praxis Core and opted to be an Elementary Studies and Child Development major. This is a non-certification program. This student graduated in Fall 2022 and was employed immediately following graduation as a long-term substitute in the school where she had her internship. She is currently pursuing an alternative certification option through the WVDE.
- Student F was unable to pass Praxis II Multi-subjects and opted to be an Elementary Studies and Child Development major. This is a non-certification program. She graduated in Fall 2022 is currently pursing alternative certification out of state.

Monitoring Implications:

The three students above received provisional admission to the UC Education Program in Spring 2020, the year of COVID. We felt that the ups and down of the 2021-2022 year paired with new leadership called for more flexibility in meeting Praxis requirements for admission. Hindsight revealed this flexibility, while well intentioned, was not the correct choice. We now have meetings with students who receive provisional admission to the program (as well as with all students who apply) to discuss specific, realistic options and possibilities and we document these discussions in writing. Additionally, the WVDE Multiple Measure Waiver (which recently went into effect) allows candidates who fail the Praxis II exams twice (and meet other requirements such as minimum GPA and an individualized support plan) to student teach under a provisional permit. They then have a year to pass all required tests to become certified. Finally, the WVDE offers vouchers through study.com which we can make available to our students. These resources provide support for all Praxis exams. UC Education students

received these vouchers in Fall 2022, and we are awaiting data regarding how these vouchers might impact Praxis CORE and Praxis IIs.

Appendix B. Completer Support and Follow-up

Certification Support

As student teachers complete their placement, the steps toward certification below are shared with each candidate. In addition to sharing these steps, the Program Director keeps in contact with each candidate after graduation (via email and text) to keep them apprised of their status regarding document upload as it pertains to UC. UC's responsibility regarding certification is to upload Praxis scores, WVTPA scores, the conferred transcript, and to sign off on approval of the request through the WVDE Authentication Certification Portal (linked below).

- The application should not be started or approved at the University until the official academic transcripts are ready with the graduation conferral date.
- The applicant will begin completing the on-line application Form 20T.
- The applicant will print and have a paper application Form 7 notarized and delivered to the University to upload.
- If the applicant has held certification in our office other than the Clinical Experience Permit, a Form 7 will not be required.
- As the applicants are completing the process, they only select a county of employment if they are employed in a county school system in some capacity besides the clinical experience.
- Once the application is approved by the University with all documents uploaded, it will go to the county for approval or if no county is listed, the application goes to the applicant for the $35.00 on-line payment.
- If fingerprints are required, the applicant will receive the Service Code from WVDE to be fingerprinted within an hour of our office downloading the application.

WVDE Authentication Certification Portal

Alumni Follow-up

The UC Alumni Survey is a local, program developed survey shared with completers following their graduation from the UC Education Program. This survey was created in the Fall of 2022. Prior to the UC Alumni Survey two external surveys had been used: NExT Exit Survey and Skyfactor. NeXT Exit Survey was used throughout the state of West Virginia during

the last accreditation cycle and through Fall of 2021. In fall 2021 the WV Higher Education Policy Commission asked for institution to pilot the Skyfactor Completer Survey following a WVDE decision that the NeXT Exit Survey would no longer be used. Along with several other institutions UC volunteered to pilot the Skyfactor survey. UC received zero responses to the initial piloted survey. After other pilot institutions reported the same lack of response it was determined that Skyfactor would not be pursued and EPPs were encouraged to create their own surveys if required for accreditation.

UC created the survey linked below and initially worked with the UC Office Alumni Relations to share the survey. The Alumni Office would not share emails of program graduates. The Alumni Office did however agree to share the survey with recent alumni. This initial sharing brought zero responses as well. The Office of Alumni had mentioned that the email might go to junk, which could explain a lack of response. Finally, Dr. Divita gathered completer and alumni emails through social media contacts and word of mouth and began to collect non-school emails prior to graduation. We were thrilled to receive eight responses once the survey was sent via email from Dr. Divita's school email account. We feel this response supports our belief that the personal connections created in the program can offer continued support for our alumni and the program itself. As mentioned previously in the QAR, our data is drawn from survey respondents who report program completion 2018-Spring 2023.

We will continue to distribute this survey to completers at the end of each semester. Due to the small size of our program and our connections with students, some questions within the survey will allow us to know if we have received a duplicate response. However, we feel there is value in receiving a response from the completers both at the time of graduation or when they are newly employed and also when they have become established in their own classroom. These possible comparisons would be important for us to consider. Additionally, we will continue to request employment evaluations from respondents as a way to evaluate completer effectiveness in the workplace.

Following graduation, alumni are encouraged to reach out to Education faculty with questions and to keep in touch. When candidates student teach, faculty share personal cell phone numbers so students can get in touch quickly from their placements and so faculty are easily accessible during the placement. Following graduation, we regularly receive updates via email and/or text, requests to be a reference, and sometimes questions related to career advice and ideas.

UC Alumni and Completer Survey
Post-Graduation Communication Examples

Appendix C. Program Capacity and Institutional Commitment

Part 1

Program and Curricular Design

All programs within the University of Charleston's Education Program are aligned with West Virginia Professional Teaching Standards (WVPTS). These standards consist of Curriculum and Planning; The Learner and Learning Environment; Teaching; Professional Responsibilities for Self-Renewal; and Professional Responsibilities for School and Community. Education Program faculty collaborate regarding how to effectively introduce, support, and assess these aspects.

The WVPTS were revised by a resource team coordinated by the West Virginia Department of Education (the 21-member West Virginia Commission for Professional Teaching Standards) to ensure alignment with the state's 21st Century teaching and learning initiative. The West Virginia Professional Teaching Standards use as a basis for its domains of knowledge, the work of Linda Darling-Hammond and John Bransford in Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do (2005). A review of the research was conducted that included effective teaching and national standards documents such as those of the National Council for the Accreditation of Teacher Education (NCATE); Interstate New Teacher Assessment and Support Consortium (INTASC); National Board for Professional Teaching Standards (NBPTS); International Society for Technology in Education (ISTE); as well as other states' standards and West Virginia's Frameworks for High Performing 21st Century Classrooms, Schools and School Systems. West Virginia's standards were based on the work of Charlotte Danielson in Enhancing Professional Practice: A Framework for Teaching (2007); and a summary of surveys and forums conducted by Susan Saltrick that asked West Virginia educators to describe the essential knowledge and skills needed by a teacher in today's classroom (2006). Subsequent revisions of this document have been made following recommendations by the West Virginia Task Force on Professional Teaching Standards and consultation with various education stakeholders. Teacher candidates in all programs demonstrate their knowledge of the WVPTS by successfully completing aligned coursework, successfully engaging in filed work and clinical practice, passing program required Praxis exams, and by passing the West Virginia Teacher Performance Assessment (WVTPA).

West Virginia Professional Teaching Standards

Standard 1 - Curriculum and Planning:

- Core Content
- Pedagogy

- Setting Goals and Objectives for Learning
- Designing Instruction
- Student Assessments

Standard 2 - The Learner and the Learning Environment

- Understanding Intellectual/Cognitive, Social, and Emotional Development
- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Implementing Classroom Procedures
- Managing Student Behaviors
- Organizing Physical Space

Standard 3 – Teaching

- Importance of Content
- Communicating with Students
- Questioning and Discussion Techniques
- Student Engagement
- Use of Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

Standard 4 – Professional Responsibilities for Self-Renewal

- Professional Learning
- Professional Collaborative Teams
- Reflection on Practice
- Professional Contribution

Standard 5 – Professional Responsibilities for School and Community

- School Mission
- School-wide Activities
- Learning-centered Culture
- Student Support Systems
- Student Management Systems
- School, Family, and Community Connections
- Strategic Planning/Continuous Improvement
- Teacher Leadership
- Ethical Standards

In addition to the Education Program Outcomes, all coursework is aligned with and integrates with national content area standards, West Virginia Department of Education's College and Career Readiness Standards (see below), International Society for Technology in Education (ISTE) (see below), Principles of Learning and Teaching, and Praxis Content areas (http://www.ets.org).

West Virginia Department of Education: College and Career Readiness Standards

College and Career Readiness standards ensure that students exit high school prepared for success in a wide range of high-quality postsecondary options. Specifically, college and career readiness refers to the knowledge, skills, and dispositions needed to be successful in postsecondary opportunities that lead to employment. West Virginia's approach to college and career readiness builds on foundations established through a comprehensive approach to high-quality early learning programming that extends through the middle and secondary learning years. College and career ready students in West Virginia exit high school with a complete understanding of the career opportunities available to them, the education necessary to be successful in their chosen pathway, and a plan to attain their goals.

International Society for Technology in Education (ISTE)

- Facilitate and Inspire Student Learning and Creativity
- Design and Develop Digital-Age Learning Experiences and Assessments
- Model Digital-Age Work and Learning Promote and Digital Citizenship and Responsibility
- Engage in Professional Growth and Leadership

InTASC Model Core Teaching Standards and Learning Progressions for Teachers

The Learner and Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Association for Advancing Quality in Educator Preparation (AAQEP) Standards

The University of Charleston is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP), a national accrediting organization recognized by the Council for Higher Education Accreditation. The University of Charleston is working toward accreditation of its educator preparation programs under the AAQEP standards with an anticipated quality assurance review in spring 2024.

Standard 1 Candidate/Completer Performance: Program completers perform as professional educators with the capacity to support success for all learners.
Standard 2 Completer Professional Competence and Growth: Program completers adapt to working in a variety of contexts and grow as professionals.
Standard 3 Quality Program Practices: The program has the capacity to ensure that its completers meet Standards 1 and 2.
Standard 4 Program Engagement in System Improvement: Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.

Please note that the UC Curriculum Alignment Matric still includes CAEP alignment during our transition.

University of Charleston Education Program Curriculum Alignment Matrix

UC Education Faculty Qualifications

UC Education Faculty Qualifications Table
Jason Cheek CV
Susan Divita CV
Sarah Gallagher CV
Lori James CV
Amber Stanley CV

UC Education Facilities

The Education Program is housed in Riggleman Hall on the main campus in Charleston, West Virginia. The Education Suite is found in rooms 125 and 126 Riggleman Hall. Room 125 holds the UC Learning Lab (smart TV, iPads, meeting table, study resource lending library), faculty offices (125 A-C), a welcome and waiting area, and the administrative assistant's desk. Room 126 is the Education Classroom where all Education courses are taught. It is a large classroom with flexible seating options, a smart podium and screen, as well as a large white board and education supplies for teaching and learning. We are fortunate to have flexibility within our schedule and an optimum program size both of which allow all classes to be help in this location. In addition to convenience, students are able to witness learning from other courses as projects and other learning tools are often on display. This supports active learning and investigation as well as the connections between content and practice and between students and faculty.

UC Education Fiscal Support

The University's financial commitment to the Education Program and its accreditation and quality outcomes for students is evidenced by the 16% increase in the Education department's allocated budget over the past four years (FYE 2021 to FYE 2024) at a time when the University's total budget increased by 3%. The program and the School of Arts & Sciences shared the vision for the program and requested support for accreditation-related costs through the annual university-wide budgeting process that involves all academic units, and those requests were approved by the University's administration. The University's strong commitment to the Education Program's success is further reflected in the continuing budgetary support for the program despite a drop in headcount student enrollment, effectively increasing the University's investment per Education Program student by 169% during the same four-year-period. Through its financial and non-financial support for the Education Program's QAR self-student and with a successful accreditation outcome, the University believes it will attract, retain, and graduate students who will be our quality educators of tomorrow, sustaining the University's education mission.

Education Program Budget and Actual FY 21-23

Student Support Services

The UC Education Program is supported by Administrative Assistant Sydney Hughes. Ms. Hughes also serves as Enrollment Manager for the Schools of Arts and Sciences. Ms. Hughes provides support to UC Education faculty and students by:

- preparing, updating, and monitoring student files
- presenting an initial overview of the Education Program timeline including Praxis tests, forms, and events
- monitoring student handbook signature forms
- purchasing Praxis testing vouchers
- supporting EPPAC meeting organization
- assisting with student teaching permit preparation
- organizing and process cooperating teacher stipends
- uploading recruitment lists and program meeting minutes to One Drive
- assisting with student group meeting organization
- monitoring and updating professional learning logs for CAPA
- updating Praxis test scores in Colleague
- assisting with Education Program Panels Admissions Process organization

Initially, UC students receive support through First Year Experience. Dr. Fisher advises all incoming freshman and transfer students who are interested in the Education Program and communicates with Dr. Divita (who acts as advisor to all Education Program students) about transcripts, individual needs, course selection, and schedules throughout the summer (prior to beginning course work) and throughout the first-year experience. Beginning second semester of Freshman year students advise with Dr. Divita and moving forward they meet each semester to plan schedules, discuss questions, sketch out long term plans, and evaluate progress and potential issues.

Registrar Nicole Rupe and members of Student Solutions process admission applications for all UC programs. Student Solutions oversees the application system, updates the application website, and uploads forms replated to student needs. This office contacts students regarding admission issues, answers questions from the applicants, and collaborates with students, advisors, faculty, and department personnel throughout the university.

All candidates have access to Education faculty during their required 5 hours of office hours each week, through email, and student teachers may contact faculty via text or cell phone call. Education instructors have an open-door policy and students know they are very likely to be able to meet with a professor if needed by stopping but they can also schedule an appointment through the Appointlet app. A majority of the classes are taught in seat during the day; however some are online and a couple can be held in the evening. In these situations, students have the same access to the instructors as they would if they were enrolled in an in-seat class. UC policy requires instructors to respond to student emails within 48 hours, but generally we respond within the day because we value the faith our students have in us and seek to foster those relationships and connections.

Student Feedback

Prior to the conclusion of each semester, UC students anonymously evaluate all instructors through the Student Experience of Teaching (SET) Survey. The ratings of instruction provide valuable feedback to the instructor, Program Directors, Department Chairs, and Dean. Education Program faculty meet to discuss this and other data in the final Program Meeting of each term but also discuss the results informally to look for common themes or needs to be addressed. Education Program faculty discuss with students the need for specific and detailed feedback on the SET survey so we are able to use the information for continuous growth.

During advising meetings which are held once each semester with Dr. Divita, one part of the meeting is a general discussion about how things are going. During this time students are able to discuss courses and instructors candidly with the understanding that they are in a confidential setting. Dr Divita makes notes as needed and brings up issues (without

identifying details) to be discussed either in Program Meetings or with individual instructors when appropriate. Dr. Divita also tries to empower students to communicate concerns with their instructors during the course as opposed to waiting for the SET survey at the end of the semester allowing more time for consideration, self-correction, and growth.

In addition to the existing appeals process stated in the University Academic Catalog for review of grading system, policy on grade appeal, D and F Repeat Rule, academic probation and dismissal policy, all students have the following Due Process/Student Rights.

Students who have specific personal or academic complaints or grievances (excluding grade complaint or appeal) related to any aspect of the Teacher Education or Educational Studies Program should specify the complaint, in writing, to the Program Director, the Department Chair, or to the Dean of the Division of Arts & Sciences. The UC online student complaint system is described more fully in the UC Student Handbook.

Students who are denied admission to the program may appeal the decision in writing to the Dean (Division of Arts & Sciences) and request, via the Department Chair, a hearing. Written results are provided within two weeks after the hearing.

The School of Arts & Sciences hears appeals from students regarding denial of admission to the program or clinical practice, removal from clinical practice, or other issues as necessary. Such appeals are made through the Education Program Director who appoints a substitute director for the appeal hearing.

Appendix D. Internal Quality Controls

To determine the effectiveness of UC Education's institutional processes including recruitment, selection, and monitoring, we will describe retention and completer data for completion student projected to graduate Fall 2022-Spring 2023. Students in this cohort were enrolled in EDUC 320 Integrated Methods in Fall 2021, the year that new leadership and faculty began in the UC Education Program. There were 11 students in the course who were enrolled in a program leading to certification and completed this course.

Within this group, 3 of the 11 (27%) graduated a semester early and became certified.

- Student A opted to drop the Special Education portion of her Elementary and Special Education Degree so she could graduate early (Spring 2022) due to financial concerns. She served as a TIR in a first-grade classroom and is currently employed as a teacher in Kanawha County WV.
- Student B was a transfer student who arrived with enough transfer credit to student teach in Spring 2022. For his program, Secondary Special Education, he had a traditional placement in a middle school and high school

special education classroom, 7 weeks each. He recently graduated with his master's degree in strategic leadership from UC while playing a spirt for which he had an additional year of eligibility due to COVID. and was a substitute teacher while enrolled in the master's program.

- Student C entered the program with enough dual credits to graduate a semester early (Fall 2022). She was an Elementary Education major and served as a TIR in a first-grade classroom and is currently employed as a teacher in Kanawha County WV.

Within this group, 5 of the 11 (45%) graduated on time and became certified.

- 2 students graduated from the Elementary Education Program and became certified. One student served as a TIR in a second-grade classroom and is employed in Kanawha County, WV. The other was in a traditional student teaching placement (7 weeks in 1st grade and 7 weeks in 5th grade) and is pursuing employment out of state.
- 2 students graduated from the Elementary and Special Education Program and became certified. Both students were in traditional student teaching placements (7 weeks in a primary setting, 7 weeks in an intermediate setting). Both are pursing certification and meet all certification requirements (Spring 2023 graduates). One is pursuing a job out of state and the other will remain at UC for a master's degree in strategic leadership.
- 1 student graduated from the Secondary Special Education Program. he had a traditional placement in a middle school and high school special education classroom, 7 weeks each. He meets all certification requirements and will pursue certification (Spring 2023 graduate). He plans to be a substitute while pursuing a master's degree in Deaf and Hard of Hearing.
- One student (G) was not in this course, but as a Bridge Valley Community College Associates Graduate who came to UC under our articulation agreement. She graduated in Spring 2023, became certified and is already employed in Kanawha County WV in the same school in which she student taught. Her position begins in Fall 2023.

Within this group, 3 of the 11 (27%) were unable to pass the Praxis exams required to student teach and opted to change majors.

- Student D was unable to pass Praxis Core and opted to be a General Studies major. He completed an Education Studies Internship as his capstone experience which allowed him to receive support and guidance from Education faculty. He graduated in Fall 2022 and is currently employed as a substitute teacher out of state.
- Student E was unable to pass Praxis Core and opted to be an Elementary Studies and Child Development major. This is a non-certification program. This student graduated in Fall 2022 and was employed immediately following graduation as a long-term substitute in the school where she had her internship. She is currently pursuing an alternative certification option through the WVDE.

- Student F was unable to pass Praxis II Multi-subjects and opted to be an Elementary Studies and Child Development major. This is a non-certification program. She graduated in Fall 2022 is currently pursing alternative certification out of state.

Monitoring Implications:

The three students above received provisional admission to the UC Education Program in Spring 2020, the year of COVID. We felt that the ups and down of the 2021-2022 year paired with new leadership called for more flexibility in meeting Praxis requirements for admission. Hindsight revealed this flexibility, while well intentioned, was not the correct choice. We now have meetings with students who receive provisional admission to the program (as well as with all students who apply) to discuss specific, realistic options and possibilities and we document these discussions in writing. Additionally, the WVDE Multiple Measure Waiver (which recently went into effect) allows candidates who fail the Praxis II exams twice (and meet other requirements such as minimum GPA and an individualized support plan) to student teach under a provisional permit. They then have a year to pass all required tests to become certified. Finally, the WVDE offers vouchers through study.com com which we can make available to our students. These resources provide support for all Praxis exams. UC Education students received these vouchers in Fall 2022, and we are awaiting data regarding how these vouchers might impact Praxis CORE and Praxis IIs.

Internal Quality Controls Audit Sheet EDUC 320 FA 2021 Cohort

Appendix E. Evidence of Data Quality

Validity, Reliability, Trustworthiness, and Fairness

The UC TCAR, STAR, and Lesson Plan Rubric are each based on valid and trusted external assessment tools.

The UC Lesson Plan Rubric was updated in Spring 2022 to reflect the established Design for Instruction Rubric found in the WVTPA. The new rubric was implemented in Fall 2022 and we began gathering data in Spring 2023. This change was made to allow students to have consistent experiences with lesson plan expectations and concepts throughout their time in the UC Education Program, thus always working toward growth and mastery related to all requirements of the UC Lesson Plan Rubric and therefore the WVTPA Design for Instruction Rubric. Since this is a new tool, faculty will continue to participate in Lesson Plan Rubric review to assess reliability and fairness in scoring.

The UC STAR is based on Standards 1-5 of the West Virginia Department of Education Office of School Improvement's Evaluation Rubric for Teachers: WVDE Evaluation Rubric for Teachers. Following each lesson taught (6 lessons observed by UC Faculty over the 14-week student teaching/residency placement), candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends

at the end of each semester. Faculty members also discuss candidate progress throughout the semester during monthly program meetings and during informal discussions.

A review of STAR scores for Spring 2023 student teachers by UC field instructors compared to scores from cooperating teachers during the same time frame revealed **48% agreement in scores**. All scores that were not in agreement were still withing the **Accomplished (3)-Distinguished (4) range** and none fell below the required Emerging (2) level. This speaks to consistent reliable results. Note that in 21% of items with score discrepancies the UC field Instructors scored 1 point higher than the cooperating teacher.

The UC TCAR reflects Standards 1-3 of the UC STAR Rubric which, as reported above, is based on the West Virginia Department of Education Office of School Improvement's Evaluation Rubric for Teachers: WVDE Evaluation Rubric for Teachers. Students are initially introduced to the TCAR during EDUC 100 Introduction to Education where the rubric is reviewed and discussed and where students are able to complete a TCAR for a teacher they are observing during their required field placement hours for the course. Depending on the level of the course (generally 1 TCAR observation for 200 level courses and 2 TCAR observations for 300 level courses) following each lesson taught, pre candidates and candidates meet to conference with their UC Field Instructor and review scores and feedback. Education Faculty input scores into a Google Survey where the data is collected and then meet to discuss scores and trends at the end of each semester. Faculty members also discuss candidate progress throughout the semester during monthly program meetings and during informal discussions.

A review of TCAR scores for Spring 2023 candidates by UC field instructors compared to scores from cooperating teachers during the same time frame revealed **52% agreement in scores**. All scores that were not in agreement were still withing the **Accomplished (3)-Distinguished (4) range** and none fell below the required Emerging (2) level. This speaks to consistent reliable results. Note that in 33% of items with score discrepancies the UC field Instructors scored 1 point higher than the cooperating teacher.

The West Virginia Teacher Performance Assessment (WVTPA/TPA) is a collaboratively developed assessment that is completed by all UC candidates during the culminating student teaching/residency 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 WVTPA 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); 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 record and analyze teaching

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

Each year EPPs using the WVTPA participate in interrater reliability to ensure consistent scoring. During the training there must be 80% agreement for an item to meet the reliability standard.

The WVTPA is evaluated by trained UC Education Program Faculty. The four-point rating scale on each rubric reflects the same descriptors used for beginning teachers in West Virginia. The scoring on the WVTPA 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 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 WVTPA. Additionally, in cases where the candidate left out a Task component of the WVTPA, the judgment of the faculty will determine how the candidate is to remediate the issue. Candidate performance on the WVTPA is used to provide evidence for program completion. Candidates include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that taught. Each of these are a required part of the WVTPA. If one or more sections are omitted, the candidate is required to remediate and re-do the TPA.

Locally Created Instruments Templates

UC Lesson Plan Rubric
UC STAR
UC TCAR
UC Dispositions Survey
WVTPA
WVTPA Process Updates August 2023
WVTPA Declaration of Authentication and Acknowledgement

Appendix F Glossary

The University of Charleston Education Program
AAQEP QAR
Glossary Link

AAQEP-Association for Advancing Quality in Education Preparation

Benchmark I-Pre-candidacy in the UC Education Program

Benchmark II-Candidacy in the UC Education Program

Benchmark III-Residency/Graduation/Certification in the UC Education Program

CAEP-Council for the Accreditation of Educator Preparation

EPP-Educator Preparation Program

EPPAC-Education Personnel Preparation Advisory Council

ETS-Educational Testing Service

INTASC-Interstate New Teacher Assessment and Support Consortium

ISTE-International Society for Technology in Education

MOU-Memorandum of Understanding

NCATE-National Council for Accreditation of Teacher Education

NBPTS-National Board for Professional Teaching Standards

Praxis PLT-Principles of Learning and Teaching Praxis exam

SharePoint Electronic Portfolio-Throughout the program, Education students maintain and monitor SharePoint Electronic Portfolios. These portfolios allow both students and the Program Director to access assignments and documents as needed to assess growth. At the end of each semester time is set aside in each course so students can upload the required assignments with the instructor present in order to facilitate the process.

TIR-Teacher in Residence (replaced previous CTR-Clinical Teacher of Record) that in which a qualified candidate is placed in a classroom with a county assigned mentor and receives a stipend

UC- The University of Charleston

UC Alumni Survey- The UC Alumni Survey is a local, program developed survey shared with completers following their graduation from the UC Education Program. This survey was created in the Fall of 2022.

UC Dispositions Survey- Upon graduation, UC's candidates display the dispositions of effective educators through their interactions with staff, teachers, faculty, educational specialists, community stakeholders, students, and other learners.

UC Lesson Plan Rubric-The UC Lesson Plan Rubric was updated in Spring 2022 to reflect the established Design for Instruction Rubric found in the WVTPA. The new rubric was implemented in Fall 2022 and we began gathering data in Spring 2023. This change was made to allow students to have consistent experiences with lesson plan expectations and concepts throughout their time in the UC Education Program, thus always working toward growth and mastery related to all requirements of the UC Lesson Plan Rubric and therefore the WVTPA Design for Instruction Rubric.

UC STAR-Student Teaching Assessment Rubric-used to assess Education Program student teachers

UC TCAR-Teacher Candidate Assessment Rubric-used to assess Education Program student prior to student teaching

WVBE-West Virginia Board of Education-The West Virginia Board of Education and State Superintendent of Schools work in concert to establish policies and procedures to assure implementation of West Virginia's Public Education goals and to ensure the general supervision, oversight and monitoring of a thorough, efficient and effective system of free public schools.

WV CAPA-West Virginia Content Area Program Approval- a state content approval process that will allow institutions flexibilities to the SPA process. Once implemented, institutions will be able to choose SPA recognition or WV CAPA approval. With UC's transition to AAQEP, UC's content areas must be approved by WV CAPA since there is no SPAs associated with AAQEP at this time.

WVDE-West Virginia Department of Education

WVDE College and Career Readiness Standards-College and Career Readiness standards ensure that students exit high school prepared for success in a wide range of high-quality postsecondary options. Specifically, college and career readiness refers to the knowledge, skills, and dispositions needed to be successful in postsecondary opportunities that lead to employment. West Virginia's approach to college and career readiness builds on foundations established through a comprehensive approach to high-quality early learning programming that extends through the middle and secondary learning years. College and career ready students in West Virginia exit high school with a complete understanding of the career opportunities available to them, the education necessary to be successful in their chosen pathway, and a plan to attain their goals.

WVDE EPPRB-Educator Preparation Program Review Board--reviews all initially proposed programs in order to submit or withhold a recommendation for program approval to the WVBE, all proposed substantive changes to existing WVBE-approved programs and submitting or withholding a recommendation for acceptance of such changes to the WVBE, and reports from accreditation boards to recommend institutions' programs for continuing program approval

WV HEPC-Higher Education Policy council-The Commission develops and oversees a public policy agenda for West Virginia's four-year colleges and universities. Comprised of a 10-member board, the Commission works with institutions on accomplishing their missions and carrying out state procedures. A source of support for institutions and students, the Commission's work includes academic affairs, administrative services, finance and facilities, financial aid, health sciences, human resources, legal services, policy and planning, science and research, and student affairs.

WVTEAC-West Virginia Teacher Education Advisory Council-facilitates cooperation and communication between EPPs (Education Preparation Programs), the WVDE (West Virginia Department of Education), and HEPC (Higher Education Policy Commission) and makes recommendations concerning the improvement of instruction and programs, to facilitate the exchange of information and ideas, to improve articulation and coordination among the institutions of West Virginia, and to consider any additional matters requested by members of the Committee

WVCPTS-West Virginia Commission for Professional Teaching Standards-consists of 21 members representing the major constituents within the educational community. Included in the membership are ten classroom teachers; three higher education representatives from teacher education, including a total of two from two different public and one from a private institution of higher education; one county superintendent; one elementary principal; one secondary principal; one county board of education member; one State Board member; and three laypersons. WVCPTS enables the education community to promote and demand excellence in the preparation and performance of the state's educational professionals.

WVTPA (also referred to as TPA) The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all UC candidates during the culminating student teaching/residency 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.