Council for the Accreditation of Educator Preparation Accountability Measures

West Virginia Wesleyan School of Education annually reports on the following accountability measures required by CAEP:

Measure 1) Completer impact and effectiveness

Case Study of Teachers' Impact on Student Learning and Development

First-Year Completers

In the Fall of 2018 the initial level programs of the West Virginia Wesleyan College of Education decided to develop a plan to capture additional data on their completers. A pilot study utilizing individual case studies of completers was undertaken to compensate for the lack of available state and/or district data. Student achievement data on 80 students and 5 teachers for the 2017-2018 school year was collected. In subsequent years, we expect/intend to expand to multiple sites within Upshur County Schools (UCS) and to other proximal counties within West Virginia as well as other states within which our graduates are teaching. The CAEP benchmark is set at 10% of completers.

We intend to continue using benchmark data to ensure that our completers are making an impact on student learning. Additionally, we will incorporate data from evaluations conducted by clinical supervisors and principals using the West Virginia Teaching Evaluation Rubric.

Participants

What follows is a pilot study of five West Virginia Wesleyan College completers on the impact they are having with respect to their students' growth in learning and development. We collected student achievement data on 80 students and 5 teachers for the 2017-2018 school year. This limited data collection was undertaken to compensate for the lack of available state and/or district data. In subsequent years, we expect to expand to multiple sites within Upshur County Schools (UCS) and to other proximal counties within West Virginia as well as other states within which our graduates are teaching. The CAEP benchmark is set at 10% of completers.

Completer	Graduation Year	Licensure Area(s)	Current Teaching Position
L.M.		K-6 Elementary	1st grade teacher
J.D.		K-6 Elementary	5th grade teacher
S.L.		K-6 Elementary	5th grade teacher
B.S.		K-6 Elementary	1st grade teacher
W.S.		K-6 Elementary	5th grade teacher

Procedures

Measures and Results

The following percentile data, obtained from schools in Upshur County, provides a basis for determining completers' impact on student learning and development (see Table 1). The data are derived from the STAR Reading and Math Assessment Test. STAR Reading scores represent how students performed on the test compared with the performance of a nationally representative sample of students, called the

norms group. These scores present a snapshot of achievement at a specific point in time. As with any test, it is important to remember that many factors can affect a student's test scores. STAR Reading test scores give only one picture of how a student is doing in school. The scores are typically reported with grade placement, scaled scores, estimated oral reading fluency and percentile ranks (see appendix A for complete definitions).

Additionally, the STAR Reading Test provides benchmark and cut scores, and is designed to gauge the reading comprehension skills and abilities of students in grades 1-12. The STAR Reading test is used by educators to pinpoint students' strengths and deficiencies in reading and offers specific insight into which areas need improvement. Data from this assessment is also used to inform instruction, gauge students' progress, and identify whether or not students are meeting the expectations of state standards.

Schools use the STAR Math assessment to quickly gauge the mathematical knowledge of students from first to 12th grade. Students will answer questions that deal with: numbers and operations, algebra, geometry and measurement, data analysis, statistics and probability. The scores are typically reported with a grade equivalent and a percentile rank that shows how students compare to other students on a national level, as well as national curve equivalent scores and student growth percentiles (see appendix B for complete definitions).

To interpret results, schools often use benchmarks and cut scores. These scores help educators identify which students require some form of intervention to accelerate growth and move toward proficiency, and which students are already high performing. Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards.

A cut score is used to determine which students may need additional assistance to move toward the end of-year benchmark.

Table 2 below displays percentage of gain/loss scores from beginning of year (BOY) to middle of year (MOY) and from middle of year to end of year (EOY) on both reading and math scores. In addition, percentage of overall gain/loss scores are calculated to determine whether there is evidence of student improvement.

Table 1: STAR Reading and Math Percentile Scores for WVWC Completers

Teacher	Reading			Math		
	BOY	MOY	EOY	BOY	MOY	EOY
1	64	76	58	56	80	71
2	35	43	36	52	52	55
3	55	62	86	45	86	90
4	50	35	65	50	71	76
5	68	81	74	64	71	70

Table 2. Evidence of Student Improvement: STAR Reading & Math

STAR Benchmark Assessment Reading				
Completer	BOY – MOY % Gain/Loss	MOY – EOY % Gain/Loss	OVERALL % Gain/Loss	Evidence of Student Improvement
L.M.	18.74	-23.68	-4.93	N
J.D.	22.85	-16.27	6.58	Y
S.L.	12.72	38.70	51.42	Y
B.S.	-30.00	85.71	55.71	Y
W.S.	19.11	-09.24	9.66	Y
STAR Benchmark Assessment Math				
	BOY – MOY % Gain/Loss	MOY – EOY % Gain/Loss	OVERALL % Gain/Loss	Evidence of Student Improvement
L.M.	42.85	-11.25	31.60	Y
J.D.	0	05.76	05.76	Y
S.L.	91.11	04.65	95.766	Y
B.S.	42.0	07.04	49.04	Y
W.S.	10.93	-01.40	9.53	Y

Data Analysis

These results are based on the limited data available to WVWC and no comparisons of data such as how completers compared to experienced teachers in terms of growth rates, etc., were possible. However, the following data reflect comparisons of our completers' data with average expected rates on the STAR assessments. According to STAR data, a typical third grade student who scores at the 50th percentile across beginning, middle, and end of year testing will demonstrate an estimated growth rate of 3.2. This translates to a moderate growth rate. Scores that remain stable across time at the 75th percentile reflect a growth rate of 2.9%. Accordingly, scores that show even a small increase over time likely reflect gains. Figure 4 below represents average expected data and WVWC completers' data. It demonstrates through increased scores over time that WVWC completers' do indeed promote, on average, a positive impact on student reading throughout the course of school year.

Growth Report Data

Reading Measures and Results

The following data reflect growth rates from pretest to posttest on multiple metrics including grade placement, scaled scores, oral fluency reading, and reading sub-domain scores (see key below). Tables 1 and 2 reflect data obtained for completers currently teaching in Upshur County Schools. Tables 3, 4, & 5 reflect data obtained from district teachers who are not Wesleyan completers.

This data was recently obtained from Upshur County Schools. Teachers 1 and 2 are the same teachers from the initial data, however growth data for teachers three, four, and five above were not available

from Upshur County Schools. Teachers 3, 4, & 5 were fifth grade teachers and data is no longer available from STAR when students transition to sixth grade (Middle School). We were able to acquire data from non-completers at the same grade level, which allowed us to compare our completers to other teachers at the same grade level in addition to other analyses.

Table 1: Teacher 1 Growth Rates on Multiple Measures from Pre-Posttest.

Means/Averages				**Means/Averages Sub-Domain Scores**								
Students 19	**GP**	**SS**	**EORF**	**AP**	**CW**	**VS**	**PA**	**PH**	**SA**	**VO**	**SC**	**PC**
Pretest	1.00	605	23	72	73	80	52	51	44	53	46	44
Posttest	1.84	730	46	87	88	92	73	72	66	73	69	65
Change	**+0.84**	**+125**	**+23**	**+15**	**+15**	**+12**	**+21**	**+21**	**+22**	**+20**	**+23**	**+21**

Table 2: Teacher 2 Growth Rates On Multiple Measures From Pre-Posttest.

Means/Averages				**Means/Averages Sub-Domain Scores**								
Students 15	**GP**	**SS**	**EORF**	**AP**	**CW**	**VS**	**PA**	**PH**	**SA**	**VO**	**SC**	**PC**
Pretest	1.01	609	22	73	74	80	53	51	44	54	47	44
Posttest	1.84	763	59	90	91	94	78	77	73	78	75	71
Change	**+0.83**	**+154**	**+37**	**+17**	**+17**	**+14**	**+25**	**+26**	**+29**	**+24**	**+28**	**+27**

Table 3: Teacher 3 Growth Rates On Multiple Measures From Pre-Posttest.

Means/Averages				**Means/Averages Sub-Domain Scores**								
Students 14	**GP**	**SS**	**EORF**	**AP**	**CW**	**VS**	**PA**	**PH**	**SA**	**VO**	**SC**	**PC**
Pretest	1.03	605	19	73	74	82	52	51	43	53	46	43
Posttest	1.85	789	70	93	94	96	82	82	77	80	80	76
Change	**+0.82**	**+184**	**+51**	**+20**	**+20**	**+14**	**+30**	**+31**	**+34**	**+29**	**+34**	**+33**

Table 4: Teacher 4 Growth Rates On Multiple Measures From Pre-Posttest.

Means/Averages				**Means/Averages Sub-Domain Scores**								
Students 8	**GP**	**SS**	**EORF**	**AP**	**CW**	**VS**	**PA**	**PH**	**SA**	**VO**	**SC**	**PC**
Pretest	1.01	518	3	62	64	74	39	36	28	40	30	29
Posttest	1.21	652	20	81	82	88	60	59	50	61	54	49
Change	**+0.20**	**+134**	**+17**	**+19**	**+18**	**+14**	**+21**	**+23**	**+22**	**+21**	**+24**	**+20**

Table 5: Teacher 5 Growth Rates On Multiple Measures From Pre-Posttest.

Means/Averages				**Means/Averages Sub-Domain Scores**								
Students 16	**GP**	**SS**	**EORF**	**AP**	**CW**	**VS**	**PA**	**PH**	**SA**	**VO**	**SC**	**PC**
Pretest	1.00	615	18	74	75	81	54	52	45	55	48	45
Posttest	1.16	697	39	85	86	90	67	66	59	68	62	58
Change	**+0.16**	**+82**	**+21**	**+11**	**+11**	**+9**	**+13**	**+14**	**+14**	**+13**	**+14**	**+13**

*KEY: GP Grade Placement, SS Scaled Scores AP: Alphabetic Principle, CW Concept of Word, VS Visual Discrimination, PA Phonemic Awareness, PH Phonics, SA Structural Analysis, VO Vocabulary, SC Sentence Comprehension, PC Paragraph Comprehension.

Additional Indicators of Teaching Effectiveness Data:

The following data will be collected to provide additional data points to the evaluation of teaching effectiveness of our completers.

Completers will be evaluated utilizing the WV Evaluation Rubric for Teachers. Principal evaluations also have/will be included when available.

Completers first-year out:

STANDARDS		Fall22/Spring 23				
		Evaluation First-Year Out **Clinical Supervisor Evaluations**				
		$\bar{x}$	Percentage			
			D	**A**	**E**	**U**
Standard 1: Curriculum & Planning						
1.1 Content Knowledge						
1.2 Standards Driven Instruction						
1.3 Balanced Assessment						
1.4						
Standard 2: The Learner and The Learning Environment						
2.1 Unique Characteristics of Learners						
2.2 Appropriate Learning Environment						
2.3 Learner -Centered Culture						
Standard 3: Teaching						
3.1 Instructional Strategies						
3.2 Motivates and engages students						
3.3 Assessment Driven Instruction						
Standard 4: Professional Responsibilities for Self - Renewal						
4.1 Professional Development						

4.2 Collaboration with Colleagues						
STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY						
5.1School-Wide Collaboration						
5.2Working with Parents and Community						
5.3 Practices and Policies						
STANDARD 6: Student Learning						
6.1 Measurable Progress						

STANDARDS		Fall22/Spring 23				
		Evaluation First-Year Out **Principal Evaluations**				
		$\bar{x}$	Percentage			
			D	**A**	**E**	**U**
Standard 1: Curriculum & Planning						
1.1 Content Knowledge						
1.2 Standards Driven Instruction						
1.3 Balanced Assessment						
1.4						
Standard 2: The Learner and The Learning Environment						
2.1 Unique Characteristics of Learners						
2.2 Appropriate Learning Environment						
2.3 Learner -Centered Culture						
Standard 3: Teaching						

3.1 Instructional Strategies						
3.2 Motivates and engages students						
3.3 Assessment Driven Instruction						
Standard 4: Professional Responsibilities for Self - Renewal						
4.1 Professional Development						
4.2 Collaboration with Colleagues						
STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY						
5.1School-Wide Collaboration						
5.2Working with Parents and Community						
5.3 Practices and Policies						
STANDARD 6: Student Learning						
6.1 Measurable Progress						

Impact on Student Learning Data: Percent Change: *iReady Assessment Data* will be collected for each case study participant.

Reading BM 1	Reading BM 2	Math BM 1	Math BM 2

Reading BM 1	Reading BM 2	Math BM 1	Math BM 2

Reading BM 1	Reading BM 2	Math BM 1	Math BM 2

Demographic Data:

	County	School	Enrollment	SES	Special Education	Diversity/Racial	ELLs
	Upshur	BAES					
	Upshur	BUHS					
	Upshur	B-UMS					
	Upshur	Hodgesville					
	Upshur	Rock Cave					
	Upshur	Tennerton					
	Upshur	Union District					
	Upshur	Washington District					
Average							

Summary of Evaluation Measures:

- Benchmark data (*iReady, Star)*
  - Percent change -beginning-middle-end of year
  - Growth rates: Reading and math
- WV Teaching Evaluation Rubric Scores
  - Clinical Supervisor
  - Principals
- Observations
- Observation Notes

Measure 2) Employer satisfaction and stakeholder involvement

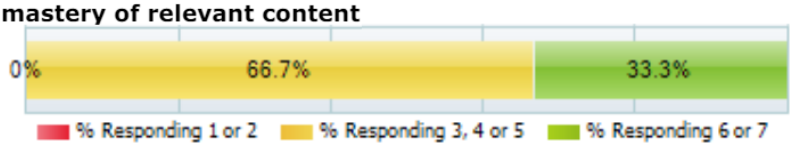
Measure: Employer Satisfaction Survey

2021-2022, n=3; 2022-2023, n=1

2021-2022 Employer Survey

With the exception of one area, all responses fell within the Moderately to Extremely Satisfied category with regard to employed candidates. The area that fell just below moderately satisfied was the recent graduate's ability to exhibit a mastery of relevant content. During the 2021-2022 cohort of candidates, all students maintained at least a 2.75 GPA and passed all required PRAXIS exams prior to the student teaching semester. These are the measures we use to determine mastery of content.

Q015. Learning Outcomes - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their ability to: Exhibit a mastery of relevant content



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	1	33.3%
(4) Moderately	0	0.0%
(5)	1	33.3%
(6)	1	33.3%
(7) Extremely	0	0.0%

% Resp = 100.0%
N = 3
Mean = 4.67
Std Dev = 1.25

Moving forward, it will be necessary to review all PRAXIS assessments for weaknesses in content area. One action that the unit could take would be to meet individually with each candidate about areas of weakness. Another action that could be implemented would be to work with each content area department to review the areas of weakness on the PRAXIS exams and explore if there are steps those departments can take to improve candidate knowledge in that area.

One open ended question, "What could this program do to improve the preparation of graduates?" also yielded some additional areas to consider for improvement. Those comments/suggestions are below:

~Better aware of assessment requirements, classroom management, and real classroom experience.
~Lesson plans needed a lot of support at the beginning of the year. Lesson plans need to be written so that anyone could follow them and ideally should include the daily schedule and routines for arrival, dismissal, lunch etc.
~The more in person experiences that can be provided the better. We also would love to see more training as far as Special Education services and providing accommodations to students.

The unit has implemented the yearlong residency for all majors and this has increased time in the classroom by approximately 300 additional hours. Opportunities for internship placements are also available if candidates wish to explore an additional area of education. In the past, students have been placed with Title I teachers, counselors, etc.

The faculty have discussed revising the Lesson Plan format and adding a rubric for additional assessment of the plan. The lesson plan is implemented in a majority of program coursework and the unit has worked to provide the same messaging about planning.

2022-2023

All responses fell within the Moderately to Extremely Satisfied category with regard to employed candidates. The issue here is that there was only one employer response. There were also not open response answers that were valuable for improvement.

Moving forward, the unit will implement brief, structured interviews with administrators in the schools where graduates are placed. The unit may request a survey be completed at the conclusion of the interview.

Measure 3) Candidate competency at the time of program completion

During the 2021-2022 and 2022-2023 academic year, all candidates passed all PRAXIS exams. During the 2020-2021 academic year, a December 2020 graduate was permitted to student teach/complete Residency without a passing score due to a COVID waiver. While at reporting time, there the academic unit had less than a 100% pass rate, the candidate did pass the assessment at a later time.

Pass Rates for PRAXIS

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	16	16	100
All program completers, 2021-22	9	9	100
All program completers, 2020-21	16	15	94

The following TPA data, indicates candidate competency at program completion

West Virginia Wesleyan College
College of Education
WVTPA Data AY 2023-24

College of Education

WV TPA Scores: Fall 2022/Spring 2023	*Distinguished (4 pts)*	*Accomplished (3 pts)*	*Emerging (2 pts)*	*Unsatisfactory (1 pts)*	*Mean*	*Mode*	*Stdev*
TASK 1: Implications of Community, School, & Family Factors							
Cumulative (n = 16)	0	3	13	0	2.18	2	0.39
Elementary (n=10)	0	2	8	0	3.2	2	0.4
Secondary (n=4)	0	1	3	0	2.25	2	0.43
Special Education (n=2)	0	0	2	0	2.0	2	0
English, 5-Adult (n = 1)	0	1	0	0			
Mathematics, 5-Adult, (n = 1)	0	0	1	0			
Music Education, PreK-Adult, (n = 2	0	0	2	0	2		0
Social Studies, 5-Adult, (n = 0)							
TASK 1: Implications of the Classroom Factors							
Cumulative (n = 16)	**0**	**5**	**11**	**0**	**2.31**	**2**	**0.46**
Elementary (n=10)	**0**	**3**	**7**	**0**	**2.3**	**2**	**0.45**
Secondary (n=4)	**0**	**2**	**2**	**0**	**2.5**	**2,3**	**0.5**
Special Education (n=2)	**0**	**0**	**2**	**0**	**2**	**2**	**0**
English, 5-Adult (n = 1)	**0**	**1**	**0**	**0**			
Mathematics, 5-Adult, (n = 1)	**0**	**1**	**0**	**0**			
Music Education, PreK-Adult, (n = 2	**0**	**0**	**2**	**0**	**2**	**2**	**0**
Social Studies, 5-Adult, (n = 0)							
TASK 1: Implications of Individual Student Factors							
Cumulative (n = 16)	**0**	**2**	**14**	**0**	**2.125**	**2**	**0.33**
Elementary (n=10)	**0**	**1**	**9**	**0**	**2.1**	**2**	**0.3**
Secondary (n=4)	**0**	**1**	**3**	**0**	**2.25**	**2**	**0.43**
Special Education (n=2)	**0**	**0**	**2**	**0**	**2.0**	**2**	**0**
English, 5-Adult (n = 1)	**0**	**1**	**0**	**0**			
Mathematics, 5-Adult, (n = 1)	**0**	**0**	**1**	**0**			
Music Education, PreK-Adult, (n = 2	**0**	**0**	**2**	**0**	**2.0**	**2**	**0**

Social Studies, 5-Adult, (n = 0)							
TASK 2: Alignment of Standards and Learning Goals							
Cumulative (n = 16)	**0**	**3**	**13**	**0**	**2.18**	**2**	**0.39**
Elementary (n=10)	**0**	**2**	**8**	**0**	**3.2**	**2**	**0.4**
Secondary (n=4)	**0**	**1**	**3**	**0**	**2.25**	**2**	**0.43**
Special Education (n=2)	**0**	**0**	**2**	**0**	**2.0**	**2**	**0**
English, 5-Adult (n = 1)	**0**	**1**	**0**	**0**			
Mathematics, 5-Adult, (n = 1)	**0**	**1**	**0**	**0**			
Music Education, PreK-Adult, (n = 2	**0**	**0**	**2**	**0**	**2.0**	**2**	**0**
Social Studies, 5-Adult, (n = 0)							
TASK 2: Learning Goals							
Cumulative (n = 16)	**0**	**6**	**10**	**0**	**2.375**	**2**	**0.484**
Elementary (n=10)	**0**	**4**	**6**	**0**	**2.6**	**2**	**0.489**
Secondary (n=4)	**0**	**1**	**3**	**0**	**2.75**	**2**	**0.433**
Special Education (n=2)	**0**	**0**	**2**	**0**	**2.0**	**2**	**0**
English, 5-Adult (n = 1)	**0**	**0**	**1**	**0**			
Mathematics, 5-Adult, (n = 1)	**0**	**0**	**1**	**0**			
Music Education, PreK-Adult, (n = 2	**0**	**0**	**2**	**0**	**2.0**	**2**	**0**
Social Studies, 5-Adult, (n = 0)							
TASK 2: Anticipated Student Challenges							
Cumulative (n = 16)	**0**	**3**	**13**	**0**	**2.18**	**2**	**0.39**
Elementary (n=10)	**0**	**2**	**8**	**0**	**2.2**	**2**	**0.4**
Secondary (n=4)	**0**	**2**	**2**	**0**	**2.5**	**2,3**	**0.5**
Special Education (n=2)	**0**	**0**	**2**	**0**	**2.0**	**2**	**0**
English, 5-Adult (n = 1)	**0**	**1**	**0**	**0**			
Mathematics, 5-Adult, (n = 1)	**0**	**0**	**1**	**0**			
Music Education, PreK-Adult, (n = 2	**0**	**0**	**2**	**0**	**2.0**	**2**	**0**
Social Studies, 5-Adult, (n = 0)							
TASK 3: Alignment with Learning Goals							
Cumulative (n = 16)	**0**	**5**	**11**	**0**	**2.31**	**2**	**0.46**
Elementary (n=10)	**0**	**4**	**6**	**0**	**2.6**	**2**	**4.89**
Secondary (n=4)	**0**	**1**	**3**	**0**	**2.25**	**2**	**0.433**
Special Education (n=2)	**0**	**0**	**2**	**0**	**2.0**	**2**	**0**
English, 5-Adult (n = 1)	**0**	**1**	**0**	**0**			
Mathematics, 5-Adult, (n = 1)	**0**	**0**	**1**	**0**			
Music Education, PreK-Adult, (n = 2	**0**	**0**	**2**	**0**	**2.0**	**2**	**0**
Social Studies, 5-Adult, (n = 0)							
TASK 3: Assessment Criteria/Technical Soundness							
Cumulative (n = 16)	**0**	**3**	**13**	**0**	**2.18**	**2**	**0.39**
Elementary (n=10)	**0**	**2**	**8**	**0**	**2.2**	**2**	**0.4**
Secondary (n=4)	**0**	**1**	**3**	**0**	**2.25**	**2**	**0.433**
Special Education (n=2)	**0**	**0**	**2**	**0**	**2.0**	**2**	**0**
English, 5-Adult (n = 1)	**0**	**0**	**1**	**0**			
Mathematics, 5-Adult, (n = 1)	**0**	**0**	**1**	**0**			
Music Education, PreK-Adult, (n = 2	**0**	**1**	**1**	**0**	**2.5**	**2,3**	**0.5**
Social Studies, 5-Adult, (n = 0)							
TASK 3: Balance of Assessments							
Cumulative (n = 16)	**0**	**0**	**16**	**0**	**2**	**2**	**0**

Elementary (n=10)	**0**	**0**	**11**	**0**	**2**	**2**	**0**
Secondary (n=4)	**0**	**0**	**4**	**0**	**2**	**2**	**0**
Special Education (n=2)	**0**	**0**	**2**	**0**	**2**	**2**	**0**
English, 5-Adult (n = 1)	**0**	**0**	**1**	**0**			
Mathematics, 5-Adult, (n = 1)	**0**	**0**	**1**	**0**			
Music Education, PreK-Adult, (n = 2	**0**	**0**	**2**	**0**	**2**	**2**	**0**
Social Studies, 5-Adult, (n = 0)							
TASK 4: Factors in Planning							
Cumulative (n = 16)	**0**	**4**	**12**	**0**	**2.25**	**2**	**0.433**
Elementary (n=10)	**0**	**3**	**7**	**0**	**2.3**	**2**	**0.458**
Secondary (n=4)	**0**	**1**	**3**	**0**	**2.25**	**2**	**0.433**
Special Education (n=2)	**0**	**0**	**2**	**0**	**2**	**2**	**0**
English, 5-Adult (n = 1)	**0**	**1**	**0**	**0**			
Mathematics, 5-Adult, (n = 1)	**0**	**0**	**1**	**0**			
Music Education, PreK-Adult, (n = 2	**0**	**0**	**2**	**0**	**2**	**2**	**0**
Social Studies, 5-Adult, (n = 0)							
TASK 4: Consultation							
Cumulative (n = 16)	**0**	**4**	**12**	**0**	**2.25**	**2**	**0.433**
Elementary (n=10)	**0**	**3**	**7**	**0**	**2.3**	**2**	**0.458**
Secondary (n=4)	**0**	**1**	**3**	**0**	**2.25**	**2**	**0.433**
Special Education (n=2)	**0**	**0**	**2**	**0**	**2**	**2**	**0**
English, 5-Adult (n = 1)	**0**	**1**	**0**	**0**			
Mathematics, 5-Adult, (n = 1)	**0**	**0**	**1**	**0**			
Music Education, PreK-Adult, (n = 2	**0**	**0**	**2**	**0**	**2**	**2**	**0**
Social Studies, 5-Adult, (n = 0)							
TASK 4: Instructional Strategies							
Cumulative (n = 16)	**0**	**3**	**13**	**0**	**2.18**	**2**	**0.39**
Elementary (n=10)	**0**	**2**	**8**	**0**	**2.2**	**2**	**0.4**
Secondary (n=4)	**0**	**1**	**3**	**0**	**2.25**	**2**	**0.433**
Special Education (n=2)	**0**	**0**	**2**	**0**	**2**	**2**	**0**
English, 5-Adult (n = 1)	**0**	**1**	**0**	**0**			
Mathematics, 5-Adult, (n = 1)	**0**	**0**	**1**	**0**			
Music Education, PreK-Adult, (n = 2	**0**	**0**	**2**	**0**	**2**	**2**	**0**
Social Studies, 5-Adult, (n = 0)							
TASK 4: Rationale for Instructional Strategies							
Cumulative (n = 16)	**0**	**3**	**13**	**0**	**2.18**	**2**	**0.39**
Elementary (n=10)	**0**	**3**	**7**	**0**	**2.3**	**2**	**0.458**
Secondary (n=4)	**0**	**1**	**3**	**0**	**2.25**	**2**	**0.433**
Special Education (n=2)	**0**	**0**	**2**	**0**	**2**	**2**	**0**
English, 5-Adult (n = 1)	**0**	**1**	**0**	**0**			
Mathematics, 5-Adult, (n = 1)	**0**	**0**	**1**	**0**			
Music Education, PreK-Adult, (n = 2	**0**	**0**	**2**	**0**	**2**	**2**	**0**
Social Studies, 5-Adult, (n = 0)							
TASK 4: Learning Resources (including technology)							
Cumulative (n = 16)	**0**	**4**	**12**	**0**	**2.25**	**2**	**0.433**
Elementary (n=10)	**0**	**3**	**7**	**0**	**2.3**	**2**	**0.458**
Secondary (n=4)	**0**	**1**	**3**	**0**	**2.25**	**2**	**0.433**
Special Education (n=2)	**0**	**0**	**2**	**0**	**2**	**2**	**0**

English, 5-Adult (n = 1)	**0**	**1**	**0**	**0**			
Mathematics, 5-Adult, (n = 1)	**0**	**0**	**1**	**0**			
Music Education, PreK-Adult, (n = 2	**0**	**0**	**2**	**0**	**2**	**2**	**0**
Social Studies, 5-Adult, (n = 0)							
TASK 4: Differentiated Instruction							
Cumulative (n = 16)	**0**	**3**	**13**	**0**	**2.18**	**2**	**0.39**
Elementary (n=10)	**0**	**2**	**8**	**0**	**2.2**	**2**	**0.4**
Secondary (n=4)	**0**	**1**	**3**	**0**	**2.25**	**2**	**0.433**
Special Education (n=2)	**0**	**0**	**2**	**0**	**2**	**2**	**0**
English, 5-Adult (n = 1)	**0**	**1**	**0**	**0**			
Mathematics, 5-Adult, (n = 1)	**0**	**0**	**1**	**0**			
Music Education, PreK-Adult, (n = 2	**0**	**0**	**2**	**0**	**2**	**2**	**0**
Social Studies, 5-Adult, (n = 0)							
TASK 5: Classroom Set-up and Organization							
Cumulative (n = 16)	**0**	**2**	**14**	**0**	**2.125**	**2**	**0.109**
Elementary (n=10)	**0**	**2**	**8**	**0**	**2.2**	**2**	**0.4**
Secondary (n=4)	**0**	**0**	**4**	**0**	**2**	**2**	**0**
Special Education (n=2)	**0**	**0**	**2**	**0**	**2**	**2**	**0**
English, 5-Adult (n = 1)	**0**	**0**	**1**	**0**			
Mathematics, 5-Adult, (n = 1)	**0**	**0**	**1**	**0**			
Music Education, PreK-Adult, (n = 2	**0**	**0**	**2**	**0**	**2**	**2**	**0**
Social Studies, 5-Adult, (n = 0)							
TASK 5: Classroom and Behavior Management							
Cumulative (n = 16)	**0**	**2**	**14**	**0**	**2.125**	**2**	**0.109**
Elementary (n=10)	**0**	**1**	**9**	**0**	**2.1**	**2**	**0.3**
Secondary (n=4)	**0**	**1**	**3**	**0**	**2.26**	**2**	**0.433**
Special Education (n=2)	**0**	**0**	**2**	**0**	**2**	**2**	**0**
English, 5-Adult (n = 1)	**0**	**0**	**1**	**0**			
Mathematics, 5-Adult, (n = 1)	**0**	**0**	**1**	**0**			
Music Education, PreK-Adult, (n = 2	**0**	**0**	**2**	**0**	**2**	**2**	**0**
Social Studies, 5-Adult, (n = 0)							
TASK 5: Flexibility							
Cumulative (n = 16)	**0**	**3**	**13**	**0**	**2.18**	**2**	**0.39**
Elementary (n=10)	**0**	**3**	**7**	**0**	**2.3**	**2**	**0.21**
Secondary (n=4)	**0**	**0**	**4**	**0**	**2**	**2**	**0**
Special Education (n=2)	**0**	**0**	**2**	**0**	**2**	**2**	**0**
English, 5-Adult (n = 1)	**0**	**0**	**1**	**0**			
Mathematics, 5-Adult, (n = 1)	**0**	**0**	**1**	**0**			
Music Education, PreK-Adult, (n = 2	**0**	**0**	**2**	**0**	**2**	**2**	**0**
Social Studies, 5-Adult, (n = 0)							
TASK 5: Questioning Strategies							
Cumulative (n = 16)	**0**	**1**	**15**	**0**	**2.062**	**2**	**0.24**
Elementary (n=10)	**0**	**3**	**7**	**0**	**2.3**	**2**	**0.21**
Secondary (n=4)	**0**	**1**	**3**	**0**	**2.26**	**2**	**0.433**
Special Education (n=2)	**0**	**0**	**2**	**0**	**2**	**2**	**0**
English, 5-Adult (n = 1)	**0**	**0**	**1**	**0**			
Mathematics, 5-Adult, (n = 1)	**0**	**0**	**1**	**0**			
Music Education, PreK-Adult, (n = 2	**0**	**0**	**2**	**0**	**2**	**2**	**0**

Social Studies, 5-Adult, (n = 0)							
TASK 5: Student Engagement							
Cumulative (n = 16)	**0**	**3**	**13**	**0**	**2.18**	**2**	**0.39**
Elementary (n=10)	**0**	**2**	**8**	**0**	**2.2**	**2**	**0.4**
Secondary (n=4)	**0**	**1**	**3**	**0**	**2.26**	**2**	**0.433**
Special Education (n=2)	**0**	**0**	**2**	**0**	**2**	**2**	**0**
English, 5-Adult (n = 1)	**0**	**1**	**0**	**0**			
Mathematics, 5-Adult, (n = 1)	**0**	**0**	**1**	**0**			
Music Education, PreK-Adult, (n = 2	**0**	**0**	**2**	**0**	**2**	**2**	**0**
Social Studies, 5-Adult, (n = 0)				**0**			
TASK 6: Clarity and Representation of Evidence							
Cumulative (n = 16)	**0**	**12**	**4**	**0**	**2.75**	**3**	**0.433**
Elementary (n=10)	**0**	**8**	**2**	**0**	**2.8**	**3**	**0.16**
Secondary (n=4)	**0**	**4**	**0**	**0**	**3**	**3**	**0**
Special Education (n=2)	**0**	**2**	**0**	**0**	**3**	**3**	**0**
English, 5-Adult (n = 1)	**0**	**1**	**0**	**0**			
Mathematics, 5-Adult, (n = 1)	**0**	**1**	**0**	**0**			
Music Education, PreK-Adult, (n = 2	**0**	**2**	**0**	**0**	**3**	**3**	**0**
Social Studies, 5-Adult, (n = 0)							
TASK 6: Interpretation of Data							
Cumulative (n = 16)	**0**	**4**	**12**	**0**	**2.25**	**2**	**0.433**
Elementary (n=10)	**0**	**4**	**6**	**0**	**2.4**	**2**	**0.489**
Secondary (n=4)	**0**	**0**	**4**	**0**	**2**	**2**	**0**
Special Education (n=2)	**0**	**1**	**1**	**0**	**2.5**	**2,3**	**0.5**
English, 5-Adult (n = 1)	**0**	**0**	**1**	**0**			
Mathematics, 5-Adult, (n = 1)	**0**	**0**	**1**	**0**			
Music Education, PreK-Adult, (n = 2	0	0	2	0	2	2	0
Social Studies, 5-Adult, (n = 0)							
TASK 6: Evidence of Impact							
Cumulative (n = 16)	0	2	14	0	2.125	2	0.33
Elementary (n=10)	0	2	8	0	2.2	2	0.4
Secondary (n=4)	0	0	4	0	2	2	0
Special Education (n=2)	0	0	2	0			
English, 5-Adult (n = 1)	0	0	1	0			
Mathematics, 5-Adult, (n = 1)	0	0	1	0			
Music Education, PreK-Adult, (n = 2	0	0	2	0	2	2	0
Social Studies, 5-Adult, (n = 0)							
TASK 7: Insights on Teaching and Learning							
Cumulative (n = 16)	0	3	13	0	2.187	2	0.39
Elementary (n=10)	0	2	8	0	2.2	2	0.4
Secondary (n=4)	0	1	3	0	2.25	2	0.433
Special Education (n=2)	0	0	2	0	2	2	0
English, 5-Adult (n = 1)	0	1	0	0			
Mathematics, 5-Adult, (n = 1)	0	0	1	0			
Music Education, PreK-Adult, (n = 2	0	0	2	0	2	2	0
Social Studies, 5-Adult, (n = 0)							
TASK 7: Professional Collaborative Practice							
Cumulative (n = 16)	0	3	13	0	2.187	2	0.39

Elementary (n=10)	0	2	8	0	2.2	2	0.4
Secondary (n=4)	0	1	3	0	2.25	2	0.433
Special Education (n=2)	0	0	2	0	2	2	0
English, 5-Adult (n = 1)	0	1	0	0			
Mathematics, 5-Adult, (n = 1)	0	0	1	0			
Music Education, PreK-Adult, (n = 2	0	0	2	0	2	2	0
Social Studies, 5-Adult, (n = 0)							
TASK 7: Implications for Future Teaching							
Cumulative (n = 16)	0	3	13	0	2.178	2	0.39
Elementary (n=10)	0	2	8	0	2.2	2	0.39
Secondary (n=4)	0	1	3	0	2.25	2	0.433
Special Education (n=2)	0	0	2	0	2	2	0
English, 5-Adult (n = 1)	0	1	0	0			
Mathematics, 5-Adult, (n = 1)	0	0	1	0			
Music Education, PreK-Adult, (n = 2	0	0	2	0	2	2	0
Social Studies, 5-Adult, (n = 0)							
TASK 7: Professional Growth							
Cumulative (n = 16)	0	1	15	0	2.026	2	0.24
Elementary (n=10)	0	1	9	0	2.9	2	0.3
Secondary (n=4)	0	0	4	0	2	2	0
Special Education (n=2)	0	0	2	0	2	2	0
English, 5-Adult (n = 1)	0	0	1	0			
Mathematics, 5-Adult, (n = 1)	0	0	1	0			
Music Education, PreK-Adult, (n = 2	0	0	2	0	2	2	0
Social Studies, 5-Adult, (n = 0)							

major	CAEP Standard 1: Development, Learning Motivation	Standard 2: Curriculum Oral and Written	Standard 2.2 Science	2.3 Math	2.4 Social Studies	2.5 Arts	2.6 Health Education	2.7 Physical Education
ELEM	ST: 3/4	ST: 3/4	ST: 3/4	ST: 3/4	ST: 3/4	N/A	N/A	N/A
ELEM SPED	ST: 4/4 Res 1: 3/4	ST: 3/4	ST: 3/4 Res 1: 3/4	ST: 3/4	ST: 4/4	N/A Res 1: 3/4	ST: 3/4 Res 1: 3/4	ST: 4/4 Res 1: 3/4
ELEM	ST:4/4	Res 1: 3/4 ST:4/4	ST:4/4	Res 1: 3/4 ST:4/4	Res 1: 3/4 ST:4/4	ST:3/4	ST:3/4	ST:3/4
ELEM SPED	ST: 2/4	ST: 2/4	ST: 2/4	ST: 2/4	ST: 2/4	N/A	N/A	N/A

major	3.1 Instruction	3.2 Diverse Students	3.3 Critical Thinking Problem Solving	3.4 Active Engagement in Learning	3.5 Communication/Collaboration
ELEM	ST: 3/4	ST: 4/4	ST: 3/4	ST: 3/4	ST: 4/4
ELEM SPED	ST: 3/4 Res 1: 3/4	ST: 4/4	ST: 3/4 Res 1: 3/4	ST: 4/4	ST: 4/4
ELEM	ST:4/4	Res 1: 3/4 ST:4/4	ST:4/4	Res 1: 3/4 ST:4/4	Res 1: 3/4 ST:4/4
ELEM SPED	ST: 2/4	ST: 2/4	ST: 2/4	ST: 2/4	ST: 3/4

major	4 Assessment	5.1 Professionalism-Growth	5.2 Professional Collaboration
ELEM	ST: 3/4	ST: 4/4	ST: 3/4
ELEM SPED	ST: 3/4 Res 1: 3/4	ST: 3/4	ST: 4/4 Res 1: 3/4
ELEM	ST:4/4	Res 1: 3/4 ST:4/4	ST:4/4
ELEM SPED	ST: 2/4	ST: 3/4	ST: 2/4

Explanation of Standards

Standard 1: Development, Learning, and Motivation

Supporting explanation:

Candidates for elementary teaching base their teaching and related professional responsibilities on a thorough understanding of developmental periods of childhood and early adolescence. In curriculum planning, instruction, and assessment of student learning, they consider, accommodate, and integrate the physical, social, emotional, cognitive, and linguistic developmental characteristics of children and young adolescents. Candidates draw on developmental knowledge to plan curriculum that is achievable but also challenging for children at various developmental levels. They draw upon an in-depth knowledge of child and young adolescent development and learning to understand students' abilities, interests, individual aspirations, and values, and they adapt curriculum and teaching to motivate and support student learning and development. Candidates for elementary teaching understand that the ways in which cultures and social groups differ are important and affect learning. They recognize when an individual student's development differs from typical developmental patterns and collaborate with specialists to plan and implement appropriate learning experiences that address individual needs. Candidates know that all children can learn when developmental factors are recognized, respected, and accommodated, and they demonstrate that knowledge in their practice. They consider diversity an asset and respond positively to it.

Standard 2: Curriculum

2.1 Reading, Writing, and Oral Language

Supporting explanation:

Candidates are adept at teaching the fundamentals of the English Language Arts. They model effective use of English, including its syntax, lexicon, history, varieties, literature, and oral and written composing processes. Candidates understand how elementary children develop and learn to read, write, speak, view, and listen effectively. They use their knowledge and understanding of language, first and second language development, and the language arts to design instructional programs and strategies that build on students' experiences and existing language skills and result in their students becoming competent, effective users of language. They teach students to read competently and encourage students' enjoyment of reading through multiple instructional strategies, technologies, and a variety of language activities. Candidates teach children to read with a balanced instructional program that includes an emphasis on use of letter/sound relationships (phonics), context (semantic and syntactic), and text that has meaning for students. In addition, candidates teach students a variety of strategies to monitor their own reading comprehension. They are also familiar with, able to use, and recommend to students many reading materials based on different topics, themes, and a variety of situations and consisting of different types, including stories, poems, biography, non-fiction, many categories of literature written for children, and texts from various subject areas. As a part of teaching students how to read, candidates encourage elementary students' understanding of their individual responses to what they read and sharing those responses. They help students think critically about what they read.

Candidates provide both instruction in and opportunities for elementary students to develop effective writing & speaking skills so that they can communicate their knowledge, ideas, understanding, insights, feelings, & experiences to other students, to parents, teachers, & other adults. They provide their students with many different writing and speaking experiences in order to teach the skills of writing and speaking. They enable students to explore the uses of different types of writing and speaking with different audiences and in different situations. Candidates help students develop their capacities to listen so that they understand, consider, respond to, and discuss spoken material, including non-fiction, stories, and poems. Candidates know what preconceptions, error patterns, and misconceptions they may expect to find in students' understanding of how language functions in communication, and they are able to help students correct their misunderstandings of the development and uses of language. Candidates use formative and summative assessment to determine the level of students' competence in their understanding of and use of language. They use the results of such assessment to plan further instruction.

2.2 Science

Supporting explanation:

Candidates have a broad general understanding of science and they teach elementary students the nature of science, and the content and fundamentals of physical, life, earth and space sciences, and their interrelationships. They are familiar with, and teach, the major concepts and principles that unify all scientific effort and that are used in each of the science disciplines: (1) systems, order, and organization; (2) evidence, models, and explanation; (3) change, constancy, and measurement; (4) evolution and equilibrium; and (5) form and function. Candidates engage elementary students in the science inquiry process that involves asking questions, planning and conducting investigations, using appropriate tools and techniques to gather data, thinking critically and logically about relationships between evidence and explanations, constructing and analyzing alternative explanations, and communicating scientific arguments and explanations. They introduce students to understandings about science and technology and to distinctions between natural objects and objects made by humans by creating experiences in making models of useful things, and by developing students' abilities to identify and communicate a problem, and to design, implement, and evaluate a solution. They know naive theories and misconceptions most children have about scientific and technological phenomena and help children build understanding. Candidates understand the use of assessment through diverse data-collection methods as ways to inform their teaching and to help students learn scientific inquiry, scientific understanding of the natural world, and the nature and utility of science.

2.3 Mathematics

Supporting explanation:

Candidates are able to teach elementary students to explore, conjecture, and reason logically using various methods of proof; to solve non-routine problems; to communicate about and through mathematics by writing and orally using everyday language and mathematical language, including symbols; to represent mathematical situations and relationships; and to connect ideas within mathematics and between mathematics and other intellectual activity. They help students understand and use measurement systems (including time, money, temperature, two and three dimensional objects using non-standard and standard customary and metric units); explore pre-numeration concepts, whole numbers, fractions, decimals, percents and their relationships; apply the four basic operations (addition, subtraction, multiplication, and division) with symbols and variables to solve problems and to model, explain, and develop computational algorithms; use geometric concepts and relationships to describe and model mathematical ideas and real-world constructs; as well as formulate questions, and collect, organize, represent, analyze, and interpret data by use of tables, graphs, and charts. They also help elementary students identify and apply number sequences and proportional reasoning, predict outcomes and conduct experiments to test predictions in real-world situations; compute fluently; make estimations and check the reasonableness of results; select and use appropriate problem-solving tools, including mental arithmetic, pencil-and-paper computation, a variety of manipulative and visual materials, calculators, computers, electronic information resources, and a variety of other appropriate technologies to support the learning of mathematics. Candidates know and are able to help students understand the history of mathematics and contributions of diverse cultures to that history. They know what mathematical preconceptions, misconceptions, and error patterns to look for in elementary student work as a basis to improve understanding and construct appropriate learning experiences and assessments.

2.4 Social studies

Supporting explanation:

The social studies include history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, and sociology) and other related areas (such as humanities, law, philosophy, religion, mathematics, science and technology). Candidates are able to use knowledge, skills, and dispositions from social studies to organize and provide integrated instruction in grades K-6 for the study of major themes, concepts and modes of inquiry drawn from academic fields that address: (1) culture; (2) time, continuity, and change; (3) people, places, and environment; (4) individual development and identity; (5) individuals, groups, and institutions; (6) power, governance, and authority; (7) production, distribution, and consumption; (8) science, technology, and society; (9) global connections; and (10) civic ideals and practices.

Candidates use their knowledge of social studies to help students learn about academic fields of knowledge, as well as major themes that integrate knowledge across academic fields. They develop experiences to help elementary students learn about the historical development of democratic values; the basic principles of government and citizenship in a democratic republic; the past, present, and future; spatial relations; the development of nations, institutions, economic systems, culture, and cultural diversity; the influences of belief systems; and the humanities. Candidates are able to help students read, write, listen, discuss, speak, and research to build background knowledge; examine a variety of sources (e.g., primary and secondary sources, maps, statistical data, and electronic technology-based information); acquire and manipulate data; analyze points of view; formulate well-supported oral and written arguments, policies, and positions; construct new knowledge and apply knowledge in new settings. They use formative and summative assessments in planning and implementing instruction.

2.5 The arts

Supporting explanation:

Candidates understand distinctions and connections between arts study and arts experiences. They recognize that arts instruction must be sequential. Candidates encourage the kind of study and active participation that leads to competence and appreciation. Consistent with their own knowledge and skills in the arts disciplines, they work alone, with arts specialist teachers, and/or with other qualified arts professionals enabling students: (1) to communicate at a basic level in the four arts disciplines--dance, music, theater, and the visual arts—including knowledge and skills in the use of basic vocabularies, materials, traditional and technology-based tools, techniques, and thinking processes of each arts discipline; (2) to develop and present basic analyses of works of art from structural, historical, and cultural perspectives; (3) to have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods; and (4) to relate basic types of arts knowledge and skills within and across the arts disciplines, and to make connections with other disciplines. Candidates understand that student competence at a basic level serves as the foundation for more advanced work. They understand that there are many routes to competence, that elementary students may work in different arts at different times, that their study may take a variety of approaches, and that their abilities may develop at different rates.

2.6 Health education

Supporting explanation:

Candidates understand the foundations of good health, including the structure and function of the body and its systems and the importance of physical fitness and sound nutrition. They help students understand the benefits of a healthy lifestyle for themselves and others as well as the dangers of diseases and activities that may contribute to disease. Teacher candidates are alert to major health issues concerning children and the social forces that affect them, and of the need to impart information on these issues sensitively. They address issues in ways that help students recognize potentially dangerous situations, clarify misconceptions, and find reliable sources of information.

2.7 Physical education

Supporting explanation:

Candidates understand physical education content relevant to the development of physically educated individuals. They structure learning activities to ensure that students demonstrate competence in many movement forms, and can apply movement concepts and principles to the learning and development of motor skills. Teacher candidates know that physical inactivity is a major health risk factor in our society and recognize the critical importance of physically active life styles for all students. They help students develop knowledge and skills necessary to achieve and maintain a health-enhancing level of physical fitness. Teacher candidates appreciate the intrinsic values and benefits associated with physical activity. They are able to structure movement experiences that foster opportunities for enjoyment, challenge, self-expression, and social interaction, and that elicit responsible personal and social behavior and respect for individual differences among people in physical activity.

Standard 3: Instruction

3.1 Integrating and applying knowledge for instruction

Supporting explanation:

Candidates understand learning theory, subjects taught in elementary schools, curriculum development, and student development and know how to use this understanding in planning instruction to meet curriculum goals while making connections across the disciplines. They are able to motivate students to appreciate and be engaged in the subject matter. Candidates select and create learning experiences that are appropriate for curriculum goals, meaningful to elementary students, and based upon principles of effective teaching (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired). They use a variety of resources, including technology and textbooks, and look beyond their classroom to determine how numerous information resources in both print and electronic form might benefit their students. Candidates understand and use appropriate technology to help students become capable technology users through communication; through access, management, analysis and problem solving with information; and through collaborative and self-directed learning. They collaborate with specialists to promote learning in all areas of the curriculum for all elementary students.

3.2 Adaptation to diverse students

Supporting explanation:

Candidates understand and can identify differences in approaches to learning and performance, including different learning styles, and ways students demonstrate learning. They understand how elementary students' learning is influenced by individual experiences, talents, disabilities, and prior learning, as well as language, culture, family, and community values. Candidates know how to seek assistance and guidance from specialists and other resources to address elementary students' exceptional learning needs and understand the importance of collaboration with specialists and families. They identify and design instruction appropriate to K-6 students' levels of development, learning styles, strengths, and needs, using teaching approaches that are sensitive to the multiple experiences of students. Candidates plan instructional tasks and activities appropriate to the needs of students who are culturally diverse and those with exceptional learning needs in elementary schools. They are able to apply knowledge of the richness of contributions from diverse cultures to each content area studied by elementary students.

3.3 Development of critical thinking and problem solving

Supporting explanation:

Candidates understand cognitive processes associated with various kinds of learning and how these processes can be stimulated. They also understand principles and techniques, advantages and limitations, associated with appropriate teaching strategies (e.g. cooperative learning, direct instruction, inquiry, whole group discussion, independent study, interdisciplinary instruction). Candidates know how to enhance learning through use of a wide variety of materials as well as collaboration with specialists, other colleagues, and technological resources, and through multiple teaching and learning strategies that will promote development of critical thinking, problem solving, and performance capabilities.

3.4 Active engagement in learning

Supporting explanation:

Teacher candidates understand principles of effective classroom management as well as human motivation and behavior from the foundational sciences of psychology, anthropology, and sociology. They use a range of strategies and can collaborate with specialists to promote positive relationships, cooperation, conflict resolution, and purposeful learning in the classroom. They create learning communities in which elementary students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities. They understand and use appropriate and effective interpersonal and small group.

3.5 Communication to foster collaboration

Supporting explanation:

Candidates understand communication theory, language development, and the role of language in learning among elementary students, and they also understand how cultural and gender differences can affect communication in the classroom. They model effective communication strategies

in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to nonverbal cues given and received). They use oral and written discourse between themselves and their students, and among students, to develop and extend elementary students' understanding of subject matter. Candidates know how to use a variety of media communication tools, including audio-visual aids and computer-based technologies, to enrich learning opportunities.

Standard 4: Assessment

4.0 Assessment for instruction

Supporting explanation:

Candidates know that assessment is an essential and integral part of instruction. It defines the beginning point; helps identify objectives, materials and effective teaching methods or techniques; and informs the need to re-teach or adapt instruction. They understand the characteristics, uses, advantages, and limitations of different types of assessment appropriate for evaluating how K-6 students learn, what they know, and what they are able to do in each subject area. Candidates recognize that many different assessment tools and strategies, accurately and systematically used, are necessary for monitoring and promoting learning for each student. Elementary teacher candidates appropriately use a variety of formal and informal assessment techniques (e.g. observation, portfolios of elementary student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance their knowledge of individual students, evaluate students' progress and performances, modify teaching and learning strategies, and collaborate with specialists on accommodating the needs of students with exceptionalities. Candidates use formative and summative assessments to determine student understanding of each subject area and take care to align assessments with instructional practice. They are aware that technology can facilitate appropriate forms of assessment and provide evidence across multiple dimensions of student performance. They use technology to improve the efficiency and effectiveness of assessment processes and in management of instruction. Candidates also monitor their own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

Standard 5: Professionalism

5.1 Professional growth, reflection and evaluation

Supporting explanation:

While synthesis of knowledge is a lifetime process for a professional, by the end of teacher preparation candidates ready to enter the classroom as elementary generalist teachers should be: [1] working independently on a variety of disciplinary and pedagogical problems and responsibilities by combining as appropriate their knowledge and skills in (a) child development; (b) English language arts, science, mathematics, social studies, the arts, health and physical education, (c) instructional technique and learning technologies, and (d) assessment; [2] focusing and defending independent analyses and value judgments about disciplinary content and teaching methodologies, their various potential relationships, and their applications to specific circumstances; [3] acquiring the intellectual tools to work with evolving issues and conditions as time and situations change, including the ability to make wise decisions according to time, place, and population; [4] identifying, accessing, and using technology-based resources in support of their continuing professional development; [5] demonstrating awareness of and commitment to the profession's codes of ethical conduct; and [6] understanding basic interrelationships and interdependencies among the various professions and activities that constitute the disciplines, content, and processes of elementary education. They know major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, and professional development activities). They use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

5.2 Collaboration with families, colleagues, and community agencies

Supporting explanation:

Candidates understand different family beliefs, traditions, values, and practices across cultures and within society and use their knowledge effectively. They involve families as partners in supporting the school both inside and outside the classrooms. They involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities. Candidates understand schools as organizations within the larger community context and the operations of relevant aspects of the systems in which they work. They also understand how factors in the elementary students' environments outside of school may influence the students' cognitive, emotional, social, and physical well-being and, consequently, their lives and learning. Candidates participate in collegial activities designed to make the entire school a productive learning environment and develop effective collaborations with specialists

Final Student Evaluation Narrative:

A sampling of SPA/CAEP assessments show that on a scale of 1-4, where the rating scale is 4 = Distinguished, 3 = Accomplished, 2 = Emerging, and 1 = Unsatisfactory – candidates ranked 2-4 in all categories. This evidence shows that while approximately 15% of the candidate pool

was found to be emerging in some categories, 85% of the candidate pool was found to be either accomplished or distinguished. This demonstrates candidate competency in this sample.

	2 = Emerging	3 = Accomplished	4 = Distinguished
TOTAL	11	39	23
PERCENTAGE	15%	53.5%	31.5%

Measure 4) Ability of completers to be hired in positions for which they were prepared.

All completers with the exception of 1, were either hired into full time positions or were in graduate school.

ABILITY TO BE HIRED

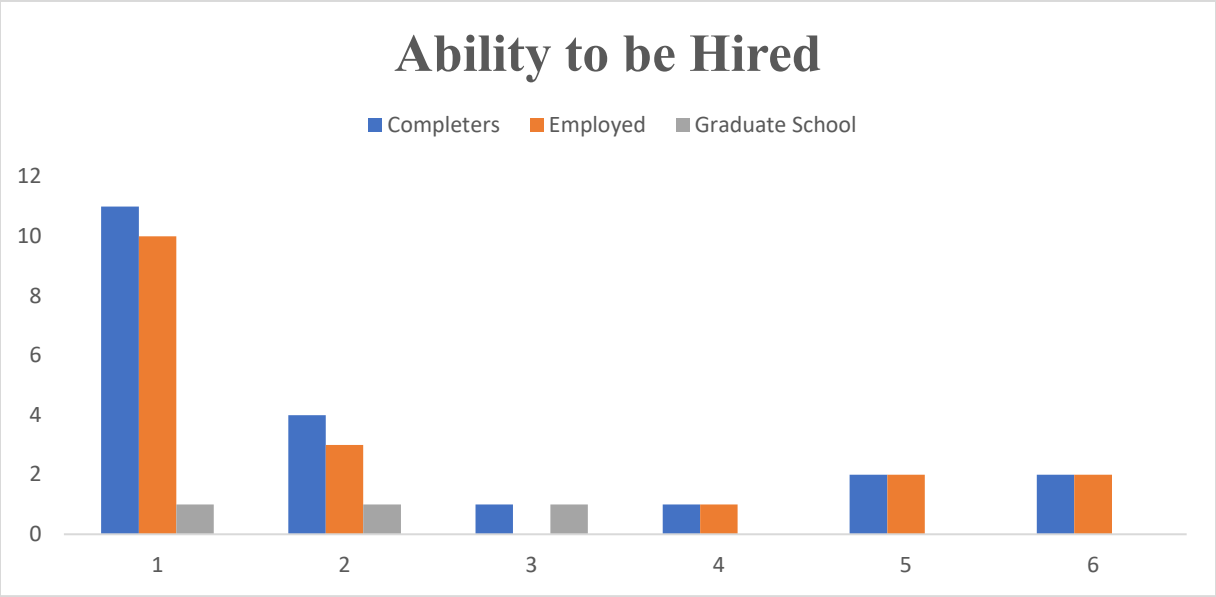
WESLEYAN

West Virginia Wesleyan School of Education

Completers Ability to be Hired: Initial-Level
2022-2023 Academic School Year

Degree Program	Total Completers in 2022-2023	Completers Teaching within one year	Graduate School	Unknown Teaching
BA, Elementary Education	11	10	1	0
BA, Secondary Education	4	3	0	1
English (5-Adult)	1	0	0	1
Mathematics (5-Adult)	1	1	0	0
Music (Pre-K – Adult)	2	1	1	
Social Studies (5-Adult)	0	0	0	0
BA, Special Education (pre-K-Adult)	2	2	0	0

Total Completers in 2022-2023 | Completers Teaching within one-year | Graduate School | Unknown



Licensures by Content Area

Licensure	Number of Completers	Number of Certificates
BA, Elementary Education	11	11
BA, Secondary Education	4	4
English (5-Adult)	1	1
Mathematics (5-Adult)	1	1
Music (Pre-K – Adult)	2	2
Social Studies (5-Adult)	0	0
BA, Special Education (pre-K-Adult)	2	2