Measure 1 Combined Summary

Completer Effectiveness

The EPP has designed, implemented, and summarized available data for a Case Study project with the purpose of providing evidence that program completers of our educator preparation program (1) effectively contribute to P-12 student-learning growth, and (2) apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

2019-2020 Case Study Revisions

The EPP developed and implement a plan for the Case Study project in order to determine whether completers (1) had an impact on P-12 learning and development, and (2) whether completers effectively apply the professional knowledge, skills and dispositions that the preparation experiences were designed to achieve. The Case Study project was completed for the designed years (Year 1: 2017-18) and (Year 2: 2018-19). During the first semester of year three, however, EPP faculty had determined that the scope of the Case Study project had become infeasible to manage and complete as designed. Additionally, the coronavirus epidemic caused a complete shutdown of the spring semester both on campus and throughout all public schools which completely inhibited the completion of year 3 data collection. These factors have resulted in the EPP revisiting the Case Study and designing a new Case Study. The revised study design includes data collection from multiple measures that will lead to obtaining both qualitative and quantitative data.

Semi structured interviews will be conducted with a purposeful sample of completers from elementary, secondary, special education, and advanced programs. Additionally, participants will share ratings their supervisors assign them each year on specific indicators of the West Virginia Evaluation Rubrics for Teachers (WVERT). The indicators which are relevant to the purpose of the study are Critical Standard Elements 5.2, 5.3, 6.1, and 7.1. Finally, participants will be asked to share evidence of their students’ growth during the academic year.

2018-2019 Case Study Summary of Findings

Data generated through the Case Study (student benchmark data, summative assessment data in reading and math, and principal evaluations which included a standard on student learning) provides evidence completers do contribute to an expected level of P-12 student-learning growth. Participants in this year of the study also provided student achievement data of the whole class in addition to two individual students as evidence of success. Principal Participant Evaluations validated the teaching effectiveness of each of the case study participants. This evidence has in turn been used to support that completer teaching effectiveness was achieved through program preparation. Accordingly, the EPP has demonstrated success in meeting CAEP Standard 4 component 4.1.

2017-2018 Case Study Summary of Findings

Data generated through the Case Study (student assessment data in reading and math, and principal evaluations which included a standard on student learning) provides evidence completers do contribute to an expected level of P-12 student-learning growth. Participants in this year of the study also provided student achievement data of two individual students as evidence of success. Principal Participant Evaluations validated the teaching effectiveness of each of the case study participants. This evidence has in turn been used to support that completer teaching effectiveness was achieved through program preparation. Accordingly, the EPP has demonstrated success in meeting CAEP Standard 4 component 4.1.