



## CAEP Measure 3: Candidate Competency at Completion

### 2023-2024 Completers

Measure	Comparison with Benchmark	Source
PPAT	PPAT is a nationally normed performance assessment that measures a candidate's ability to impact student learning.	Educational Testing Service (ETS)
CPAST	CPAST is a valid and reliable measure used for the assessment of a candidate's professional dispositions and pedagogical knowledge during the residency I & II clinical experience.	D&E Teacher Education Department
Praxis II Content Area Exams	Praxis II Content area exams assess a candidate's overall knowledge of their specific content area.	Educational Testing Service (ETS)

Candidate competency upon program completion is evaluated using multiple proprietary measures, as outlined in the table above. For the 2023-2024 cycle, the data reflects a cohort of five candidates: two in Elementary Education (K-6), two in Special Education (K-Adult), and one in Health/Physical Education (PK-Adult). Davis & Elkins College Teacher Education candidates demonstrated proficiency by achieving passing scores on the Praxis Performance Assessment for Teachers (PPAT) and the Praxis II Content Licensure exams. Additionally, high mean scores on the Candidate Assessment of Preservice Teaching (CPAST) further validate candidate competency through a triangulated assessment approach.

The following data summarizes the assessment outcomes for the cohort. All candidates successfully met the licensure exam requirements. Beyond fulfilling these requirements, the cohort demonstrated strong performance, achieving high mean scores across all CPAST indicators. A comparison of midterm and final CPAST scores indicates growth in all areas of pedagogy and professional dispositions. The candidates' ability to meet licensure requirements and demonstrate competency on the CPAST suggests they are well-prepared and proficient at the time of program completion.

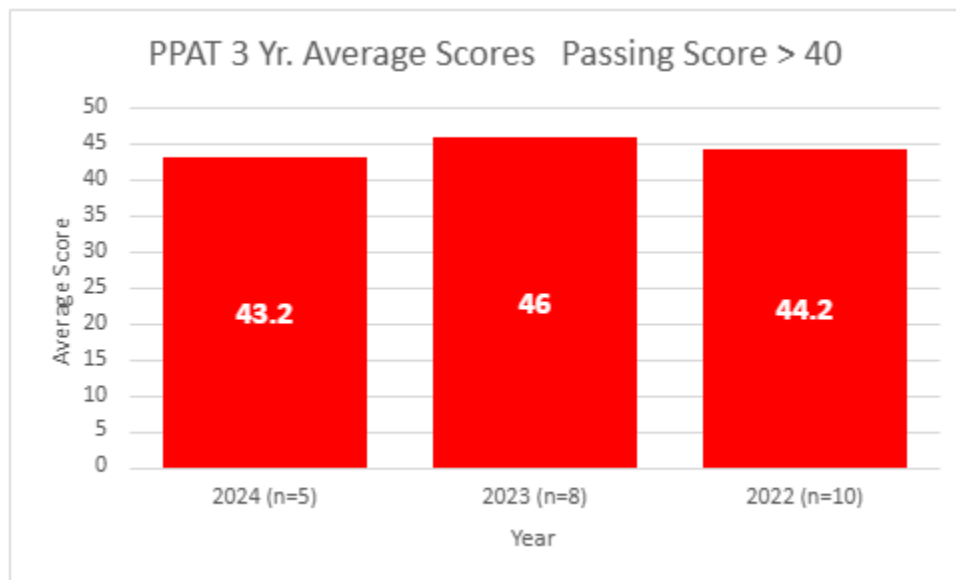
### **Assessment 1: Praxis Performance Assessment of Teachers (PPAT)**

Teacher candidates must complete the Praxis Performance of Teachers (PPAT) Assessment from ETS during their clinical experience. PPAT is a nationally normed teacher performance assessment that evaluates candidate's abilities to impact student learning and demonstrate that they have basic pedagogical content knowledge and application for the classroom to begin teaching as an entry-level teacher. It is a licensure requirement in West Virginia.

The PPAT assessment contains four tasks:

- Task 1: Knowledge of Students and the Learning Environment
- Task 2: Assessment and Data Collection to Measure and Inform Student Learning
- Task 3: Designing Instruction for Student Learning
- Task 4: Implementing and Analyzing Instruction to Promote Student Learning.

Task 1, a formative task, is not scored by ETS. Tasks 2, 3, and 4 are centrally scored by ETS-trained raters using rubrics that contain quantitative and qualitative elements of evidence. The national recommended passing score established by a panel of educators through a multi-state standard-setting study is 40 and adopted by our EPP.



## **Assessment 2: Candidate Preservice Assessment of Student Teaching (CPAST)**

### **Distribution**

Data was collected by cooperating teachers, teacher candidates, and college supervisors using the Valid and Reliable Instruments for Educator Preparation Programs (VARI-EPP) Candidate Preserve Assessment of Student Teaching (CPAST). This provides triangulation between the observations of the cooperating teacher and the college supervisor with a self-assessment from the student-teacher. CPAST is a formative and summative assessment during the student teaching practicum.

### **Rating Scale**

Candidates were rated by their cooperating teacher, college supervisor, and by self-evaluation. The CPAST Form is intended to accurately reflect the student teacher's performance at the middle and end of the student teaching experience and provide formative feedback to the student-teacher.

A three-way conference is held twice a semester, midterm (formative) and final (summative), with the cooperating teacher, college supervisor, and student-teacher. The meeting ensures that the perspective of each member is taken into consideration when evaluating the student-teacher. The first three-way conference provides an opportunity for self and formative assessment. It helps the student-teacher identify areas of strengths and opportunities for growth in the remaining time in the placement. The second three-way conference serves as the summative assessment of the student teaching experience and occurs during the final week of the student teaching experience. This conference identifies areas of strength and opportunities for growth in their future teaching career. At each conference, each participant (CT, CS, ST) shares the ratings and evidence they wrote on their CPAST form. A consensus score of "0" or "1" alerts the team that the student-teacher needs to focus on that area and additional support from the cooperating teacher and college supervisor.

CPAST averages were calculated from: Exceeds Expectations = 3 points; Meets Expectations = 2 points; Emerging 1 point; Does Not Meet Expectations (0 points).

<b>CPAST</b> <b>2023-2024 Completers</b>  ELED n=2; SPED n=2; HLTH/PE n=1		<b>Midterm</b> <b>(mean)</b>	<b>Final</b> <b>(mean)</b>
<b>Pedagogy: Planning for Instruction and Assessment</b>			
A	Focus for learning: Standards and Objectives/ Targets	1.750	2.750
B	Materials and Resources	1.750	2.500
C	Assessment of P-12 Learning	1.750	2.750

D	Differentiated Methods	2.000	2.750
<b>Pedagogy: Instructional Delivery</b>			
E	Learning Target and Directions	1.833	2.750
F	Critical Thinking	2.000	2.750
G	Checking for Understanding and Adjusting Instruction through Formative Assessment	1.750	2.750
H	Digital Tools and Resources	2.250	2.750
I	Safe and Respectful Learning Environment	2.250	3.000
<b>Pedagogy: Assessment</b>			
J	Data Guided Instruction	2.000	2.750
K	Feedback to Learners	2.000	2.750
L	Assessment Techniques	2.250	2.750
<b>Pedagogy: Analysis of Teaching</b>			
M	Connections to Research and Theory	2.250	2.750
<b>Dispositions: Professional Commitment and Behaviors</b>			
N	Participates in Professional Development	2.500	2.750
O	Demonstrates Effective Communication with Parents or Legal Guardians	2.750	3.000
P	Demonstrates Punctuality	2.500	2.750
Q	Meets Deadlines and Obligations	2.500	2.750
<b>Dispositions: Professional Relationships</b>			
R	Preparation	2.500	2.750
S	Collaboration	3.000	3.00
T	Advocacy to Meet the Needs of Learners or for the Teaching Profession	2.500	2.750
<b>Dispositions: Critical Thinking and Reflective Practice</b>			
U	Responds Positively to Constructive Criticism	2.500	2.750

### **Assessment 3: Praxis Content Area Exams**

The Praxis Subject Assessment, or Praxis II Exam, measures the content knowledge of the subject in which a candidate will teach. These assessments measure the general and subject-specific teaching skills and knowledge. As indicated in the West Virginia Board of Education (WVBE) Policy 5100, candidates completing a WVBE-approved teacher education program for any professional educator license must pass the content test requirement as a requirement of program completion. Effective January 1, 2017, candidates shall obtain passing scores on grade-level appropriate, WVBE-adopted Praxis II content test(s) as described in the West Virginia Licensure Testing Directory on the WVBE website as a requirement of program completion. Effective July 1, 2017, candidates shall obtain passing scores on grade-level appropriate, WVBE-adopted Praxis II content test(s) as described in the West Virginia Licensure Testing Directory of this policy to enter the student teaching assignment/clinical experience component of the WVBE- approved program.

Initial Level Praxis II Content Scores by Major						
<b>Academic Year</b> <b>2023-2024</b>	<b>Number of candidates who took Praxis II</b>	<b>Passing Score</b>	<b>EPP Mean</b>	<b>National Median</b>	<b>EPP Range</b>	<b>% of Initial Level EPP Candidates Passing</b>
<b>Elementary Education K-6 (sub-test listed below)</b>						
● Reading and Language Arts (5002)	1	157	<b>172</b>	167.68	n/a*	<b>100%</b>
● Mathematics (5003)	1	157	<b>187</b>	172	n/a*	<b>100%</b>
● Social Studies (5004)	1	155	<b>161</b>	164	n/a*	<b>100%</b>
● Science (5005)	1	159	<b>154</b>	168	n/a*	<b>0%</b>
● Reading and Language Arts (7812)	1	161	<b>163</b>	176	n/a*	<b>100%</b>
• Social Studies (7815)	1	180	<b>161</b>	170.3	168-172	<b>100%</b>
• Science (7814)	2	154	<b>169.5</b>	170.3	159-180	<b>100%</b>
• Mathematics (7813)	1	150	<b>150</b>	175	150-161	<b>100%</b>
<b>Special Education (5543)</b>	1	153	<b>170</b>	170	n/a*	<b>100%</b>
<b>Special Education (5355)</b>	1	145	<b>156</b>	161	n/a*	<b>100%</b>
<b>Health &amp; Physical Education (5857)</b>	1	160	<b>151.8</b>	162	n/a	<b>100%</b>