Welcome

SOE/EPP Celebrations/Events/Announcements
- CAEP Annual Report – To Be Completed ASAP – Review CAEP Accountability Measures Website for Updated Info
- CAEP Accreditation Cycle Update – What's Happening & What's Next?
  - Review updates entitled "CAEP Site Visit OVERVIEW." (Sent via email 10/9/2024 & 4/1/2025)
  - Final CAEP Review Meeting: Saturday, April 26, 2025
  - Anticipated Final Decision Report: May 2025
- edTPA Scores / Performance Updates
  - edTPA Performance Summary (Sent via email 4/1/2025)
  - Shepherd EPP Candidates continue to perform at or above WV and National Averages Overall and on most individual rubrics/tasks for all specializations.

Information from WVDE: Teresa Bailey, Office of Educator Preparation [See attached]

SU EPP Advisory Council Meeting
- P-12 Partners – Focus Group / Spring 2025 P-12 Teaching Tech Skills [ISTE] – Thanks for your feedback!
  - EPPAC Survey Results (Spring 2025) / Discussion of Results (Sent via email 4/1/2025)
  - **What are we doing with this information?**
- Feedback to inform Ongoing Continuous Improvement
  - Review Continuous Improvement plans submitted to CAEP (Sent via email 4/1/2025)
    - **How can we involve YOU (EPPAC) more moving forward?**
- Review Curriculum & Policy Updates from EPPC 2024-2025 (Sent via email 4/1/2025)

Stakeholder Celebrations
- P-12 Stakeholder Announcements – What's Going On?
- Shepherd Shining Stars – Alumni Updates

Program/Policy Updates
- Elementary – Yearlong Residency – Status Update – Ms. Terresa Kepner
- Secondary – Yearlong Residency – Status Update – Dr. Jason Allen or Ms. Terresa Kepner
- "Grow Your Own" Program – Status Update – Dr. Jason Allen or Ms. Terresa Kepner

Upcoming Events at Shepherd
- Deep-Dive Data Retreat – Wednesday, April 16 @ 3:10 pm (More Info TBA)
- SU Pinning Ceremony – Friday, May 9, 2025 @ 3:00 pm
- SU Commencement – Saturday, May 10, 2025

P-12 Stakeholder Reports/Feedback/Comments/Questions

The purpose for the EPPAC (taken from Policy 5100): 10.1. Educator Program Provider Advisory Council (EPPAC):

Each EPP that offers a WVBE – approved EPP of study shall have an EPPAC comprised of representatives from college and university educators, teacher candidates, public school administrators and classroom teachers, and community representatives. The WVDE shall appoint a liaison to serve as a member of each institution's EPPAC. The liaison to the IHE from the WVDE shall serve in a nonvoting role. EPPAC serves as an advisory body to the EPP's chief officer in developing and reviewing all programs and policies for the preparation of educational personnel with the EPP. The EPPAC shall meet at least once a semester and shall review matters pertaining to the preparation and licensure of teachers including the following:

- New and revised preparation programs;
- Admission, retention, and exit criteria;
- Pre-professional skills, including trauma-informed and social-emotional best practices, content specialization, and professional education assessments;
- Educational technology activities and assessments;
- Annual testing and supply/demand reports;
- WVBE and national program reviews and findings;
- WVBE educational preparation and licensure policies and statutes;
- Recruitment of students;
- Clinical and field experiences; and
- Development of preparation of policies and programs for inclusion in WVBE self-study materials.

Educator Preparation Program of Study Modifications—Substantive program of study modification…must be submitted to the EPPAC for review.

REMINDER – The following statement is included in each Memorandum of Understanding (MOU) established between the district and the EPP at Shepherd University:

The Educator Program Provider Advisory Council (EPPAC) meets biannually to discuss and review policy implementation and programmatic needs (W.Va.§5100:10.1). Representatives from all stakeholders (public school administrators and classroom teachers, SU personnel, community college partners, and teacher candidates) are essential partners within the EPPAC at Shepherd University. Therefore, it is essential that representatives from the district/school attend both meetings of the EPPAC at Shepherd University (W.Va.§5100:6.3.a.5).

2024 CAEP Accreditation Review

OVERVIEW

Self-Study Report Submitted

- 62-page report submitted for CAEP review.
- 42 Pieces of Evidence Submitted

Formative Feedback Report Received

- Team asked 23 questions and made 10 requests for clarification/confirmation within the FFR.
- Team suggested 6 (initial) Areas for Improvement (AFIs).
- Team suggested 3 (initial) Stipulations.

Self-Study Addendum Submitted

- 12-page response submitted in tabular form as required.
- 24 Pieces of Additional Evidence Submitted

CAEP Review Team Site Visit
Day 1

- Team conducted 6 Stakeholder interviews.
- Team met with EPP Leaders to present approx. 5-6 additional questions based on interviews and Addendum review.

CAEP Review Team Site Visit
Day 2

- Team conducted 2 additional Stakeholder interviews.
- Team met with EPP Leaders and had no additional questions.
- EPP developed **an additional 12 pieces** of evidence in response.
  NOTE: This totaled 78 pieces of evidence for the team to review overall.

CAEP Review Team Site Visit
Day 3

- Of a potential 17 components on which there could be found AFIs or Stipulations, the EPP at Shepherd received the following recommendations from the Review Team:
- R2.1 Partnerships for Clinical Preparation = AFI (Stakeholder Involvement) [See R5.3]
- R3.1 Recruitment = AFI
- **R4.1 Completer Effectiveness = Stipulation**
- R5.3 Stakeholder Involvement = AFI [See R2.1]

This edTPA report is designed exclusively to assist Education Preparation Programs (EPPs) and/or State Agencies in evaluating the performance of their candidates as compared to the population of candidates taking edTPA within the state, and nationally. Because of the proprietary and interim nature of the performance information, State Agencies and EPPs must implement appropriate safeguards to protect against improper disclosure of this information. Official public release of national edTPA performance information will be made by the Stanford Center for Assessment, Learning, and Equity (SCALE) through an annual public document.

This report includes mean candidate performance, an abbreviated distribution of total scores for National fields, and distributions of rubric level scores and condition codes reported by field. SCALE encourages programs to review the data with faculty in ways that support inquiry and program renewal. Please refer to the "edTPA Summary Read Me File" for a more detailed description and suggested uses of each section of the report.

As a reference, a general lookup table for rubrics by title follows:

Task 1: Planning
P01. Planning for Content Understandings
P02. Planning to Support Varied Student Needs
P03. Using Knowledge of Students to Inform Teaching and Learning
P04. Identifying and Supporting Language Demands
P05. Planning Assessments to Monitor and Support Student Learning

Task 2: Instruction
I06. Learning Environment
I07. Engaging Students in Learning
I08. Deepening Student Learning
I09. Subject Specific Pedagogy
I10. Analyzing Teaching Effectiveness

Task 3: Assessment
A11. Analysis of Student Learning
A12. Providing Feedback to Guide Learning
A13. Student Use of Feedback;
A14. Analyzing Students' Language Use and Content Learning
A15. Using Assessment to Inform Instruction

Task 4: Elementary Education Handbook Only
M19. Analyzing Whole Class Understandings
M20. Analyzing Individual Student Work Samples
M21. Using Evidence to Reflect on Teaching

This document includes some materials that are test secure and/or confidential for other reasons. As such, it should only be circulated to authorized personnel (e.g., edTPA coordinators, faculty, and other users) who need access to this information. The accompanying notes are an integral part of this document.

Section A: Score Means

	N	Total Score Mean	Planning (P)					Instruction (I)					Assessment (A)					Mean by Task		
			P01	P02	P03	P04	P05	I06	I07	I08	I09	I10	A11	A12	A13	A14	A15	P	I	A
All 15-Rubric Handbooks (SU)	24	45.2	3.2	2.9	3.0	3.0	3.1	3.1	3.0	2.8	3.1	2.7	3.2	3.5	2.6	3.1	3.1	15.4	14.7	15.3
All 15-Rubric Handbooks (WV)	143	41.2	2.9	2.4	2.9	2.6	2.6	3.0	2.9	2.8	2.9	2.6	2.8	3.0	2.5	2.6	2.7	13.5	14.1	13.6
All 15-Rubric Handbooks (US)	15,438	43.0	3.0	2.8	3.0	2.9	2.8	3.0	2.9	2.8	2.8	2.7	2.9	3.2	2.7	2.8	2.8	14.5	14.2	14.3

	N	Total Score Mean	Planning (P)					Instruction (I)					Assessment (A)					Mathematics			Mean by Task		
			P01	P02	P03	P04	P05	I06	I07	I08	I09	I10	A11	A12	A13	A14	A15	M19	M20	M21	P	I	A
All 18-Rubric Handbooks (SU) ELED Literacy with Math / Task 4	9	50.8	2.6	2.7	3.1	2.7	2.2	3.0	2.7	2.9	2.6	2.7	2.7	3.9	2.9	2.7	3.1	2.9	2.8	2.9	13.2	13.8	15.2
All 18-Rubric Handbooks (WV) ELED Literacy with Math / Task 4	17	49.6	2.7	2.8	3.1	2.6	2.4	3.0	2.6	.8	2.5	2.6	2.6	3.6	2.8	2.5	2.9	2.8	2.7	2.6	13.6	13.6	14.3
All 18-Rubric Handbooks (US) ELED Literacy with Math / Task 4	4,605	51.2	2.8	2.8	3.1	2.8	2.7	3.0	2.8	2.9	2.7	2.7	2.8	3.4	2.7	2.7	.9	2.7	2.9	2.6	14.3	14.1	14.6

	N	Total Score Mean	Planning (P)					Instruction (I)					Assessment (A)					Mean by Task		
			P01	P02	P03		P05	I06	I07	I08	I09	I10	A11	A12	A13		A15	P	I	A
All 13-Rubric Handbooks (SU) World Language	2	34.0	3.0	3.0	3.0		3.0	3.0	2.5	2.0	2.0	2.0	3.0	3.0	2.0		2.5	12.0	11.5	10.5
All 13-Rubric Handbooks (WV) World Language	2																			
All 13-Rubric Handbooks (US) World Language	390	34.4	3.0	2.8	3.0		2.9	3.1	2.6	2.4	1.9	2.3	2.6	2.9	2.4		2.5	11.7	12.3	10.4

Section B: Score Distribution

	N	Mean Score	Distribution of Total Score (%)									
			< 35	35	36	37	38	39	40	41	42	> 42
All 15-Rubric Handbooks (SU)	24	45.2	4	4				13	4	4	4	67
All 15-Rubric Handbooks (WV)	143	41.2	10	1	7	5	5	10	10	3	10	37
All 15-Rubric Handbooks (US)	15,438	43.0	7	2	3	4	5	4	5	5	8	57

	N	Mean Score	Distribution of Total Score (%)											
			< 40	40	41	42	43	44	45	46	47	48	49	> 49
All 18-Rubric Handbooks (SU) ELED Literacy with Math / Task 4	9	50.8					11	11		11			11	56
All 18-Rubric Handbooks (WV) ELED Literacy with Math / Task 4	17	49.6				6	12	6		12		6	12	47
All 18-Rubric Handbooks (US) ELED Literacy with Math / Task 4	4,605	51.2	4	1	2	2	3	4	4	4	3	3	4	66

	N	Mean Score	Distribution of Total Score (%)							
			< 30	30	31	32	33	34	35	> 35
All 13-Rubric Handbooks (SU) World Languages	2	34.0					50		50	
All 13-Rubric Handbooks (WV) World Languages	2									
All 13-Rubric Handbooks (US) World Languages	390	34.4	21	3	8	5	6	7	8	41

Section C: Score Distribution by Handbook

edTPA State Performance Summary for ELED: Literacy with Mathematics Task 4
January 2024 - May 2024

Shepherd

Rubric	N	Mean Score	Distribution of Scores (%)			
			2.0	3.0	4.0	5.0
1	9	2.6	44	56		
2	9	2.7	33	67		
3	9	3.1	22	44	33	
4	9	2.7	33	67		
5	9	2.2	78	22		
6	9	3.0		100		
7	9	2.7	33	67		
8	9	2.9	11	89		
9	9	2.6	44	56		
10	9	2.7	33	67		
11	9	2.7	33	67		
12	9	3.9		22	67	11
13	9	2.9	11	89		
14	9	2.7	44	44	11	
15	9	3.1	11	67	22	
19	9	2.9	11	89		
20	9	2.8	22	78		
21	9	2.9	11	89		

WV

Rubric	N	Mean Score	Distribution of Scores (%)					
			1.0	2.0	3.0	4.0	5.0	D
1	17	2.7		29	71			
2	17	2.8		24	76			
3	17	3.1		18	53	29		
4	17	2.6		35	65			
5	17	2.4		65	35			
6	17	3.0			100			
7	17	2.6		35	65			
8	17	2.8		18	82			
9	17	2.5		47	53			
10	17	2.6		41	53	6		
11	17	2.6		35	65			
12	17	3.6	6	6	18	65	6	
13	17	2.8	6	12	71	6		6
14	17	2.5		59	35	6		
15	17	2.9		24	59	18		
19	17	2.8		24	76			
20	17	2.7		29	71			
21	17	2.6		35	65			

National

Rubric	N	Mean Score	Distribution of Scores (%)											
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	D	E	G
1	4,605	2.8	1	0	15	2	78	1	3					
2	4,605	2.8	5	0	20	2	62	1	10			0	0	
3	4,605	3.1	0		11	2	65	2	20			0		
4	4,605	2.8	0	0	21	2	67	1	8			0	0	
5	4,605	2.7	5	0	19	2	71	0	2					
6	4,605	3.0	0		1	0	98	0	1					
7	4,605	2.8	0	0	20	2	75	0	3					
8	4,605	2.9	0	0	14	2	81	0	2					
9	4,605	2.7	2	0	26	2	62	1	6	0				
10	4,605	2.7	0	0	32	3	59	1	5			0	0	
11	4,605	2.8	1	0	24	2	64	1	9			0		
12	4,605	3.4	4	0	7	1	29	2	56	0	0			
13	4,605	2.7	4	0	27	2	56	1	9			0	0	
14	4,605	2.7	1	0	34	3	54	1	6			0	0	
15	4,605	2.9	1	0	21	2	58	2	17			0		
19	4,605	2.7	1	0	36	3	53	1	6			0		
20	4,605	2.9	2	0	20	1	61	2	13		0	0	1	0
21	4,605	2.6	8	0	30	2	49	1	7			0	1	0

edTPA State Performance Summary for K-12 Performing Arts
January 2024 - May 2024

Shepherd

Rubric	N	Mean Score	Distribution of Scores (%)			
			1.0	2.0	3.0	4.0
1	7	2.7		29	71	
2	7	2.4		29	57	
3	7	2.7	14		86	
4	7	2.4	14	57	43	
5	7	3.0		29	43	29
6	7	3.0			100	
7	7	2.7	29		43	29
8	7	2.7		29	71	
9	7	2.9		14	86	
10	7	2.6		43	57	
11	7	3.0			100	
12	7	2.9	29	14		57
13	7	2.4		57	43	
14	7	3.3		14	43	43
15	7	2.7		29	71	

WV

Not provided

National

Rubric	N	Mean Score	Distribution of Scores (%)										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	D	E
1	887	3.0	1	0	9	1	74	2	13		0		
2	887	3.0	3	0	14	2	63	1	14	0	2		
3	887	3.1	1		12	2	65	2	18		1		
4	887	3.0	1	0	17	2	61	3	16		0		
5	887	2.9	2	0	17	3	62	1	15		1	0	
6	887	3.0	1		6	2	83	1	7		0		
7	887	2.9	0		14	2	74	1	8				
8	887	2.7	0	0	30	3	59	1	6		0		
9	887	2.9	0	0	13	1	78	1	7		0		
10	887	2.7	1		33	3	52	1	9		0		0
11	887	3.0	3	0	14	2	56	3	21		1		
12	887	3.2	4	0	13	1	43	2	31	1	4		
13	887	2.8	5	0	27	2	45	2	17		1		
14	887	2.9	2	0	20	3	57	2	16		0	0	0
15	887	3.1	2		17	2	51	2	23		2		

edTPA State Performance Summary for Physical Education
January 2024 - May 2024

Shepherd

Rubric	N	Mean Score	Distribution of Scores (%)		
			1.0	2.0	3.0
1	3	3.0			100
2	3	2.7		33	67
3	3	2.3		67	33
4	3	2.3		67	33
5	3	3.0			100
6	3	2.7		33	67
7	3	2.7		33	67
8	3	2.3		67	33
9	3	3.0			100
10	3	2.0		100	
11	3	3.0			100
12	3	3.0			100
13	3	1.7	33	67	
14	3	2.7		33	67
15	3	2.7		33	67

WV

Rubric	N	Mean Score	Distribution of Scores (%)					
			1.0	2.0	2.5	3.0	4.0	5.0
1	17	2.8		29	6	53	12	
2	17	3.0		18		71	6	6
3	17	2.8		29	6	59		6
4	17	2.6	6	35		47	12	
5	17	3.0		12		76	12	
6	17	2.8		24		76		
7	17	2.9		12		88		
8	17	2.9		12		82	6	
9	17	3.1				88	12	
10	17	2.5		47		53		
11	17	2.8		24		76		
12	17	3.1				94	6	
13	17	2.2	18	47		35		
14	17	2.6		41		53	6	
15	17	2.6	6	29	6	53	6	

National

Rubric	N	Mean Score	Distribution of Scores (%)									
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	5.0	D	E
1	744	2.7	1		33	1	58	1	6	0		
2	744	2.7	8	0	18	1	66	1	5	0		
3	744	2.7	1		30	2	65	0	1	0		
4	744	2.5	1		45	2	49	0	2			
5	744	2.5	6	0	41	1	50	1	1	0		
6	744	2.5	0		53	2	42	0	3			
7	744	2.8	1		24	2	69	1	4			
8	744	2.7	1		28	1	62	1	6			
9	744	2.8	1		16	1	80	0	2			
10	744	2.4	1	0	62	3	33	0	1			0
11	744	2.3	12	0	47	2	37	1	2			
12	744	2.8	4	0	16	1	72	1	5			
13	744	2.2	10	0	56	2	31	0	1			
14	744	2.3	5	0	61	2	30	0	1		0	0
15	744	2.4	5	0	46	2	45	1	1		0	

edTPA State Performance Summary for Middle Childhood English-Language Arts
January 2024 - May 2024

Shepherd

Rubric	N	Mean Score	Distribution of Scores (%)		
			2.0	3.0	4.0
1	1	3.0		100	
2	1	3.0		100	
3	1	3.0		100	
4	1	4.0			100
5	1	3.0		100	
6	1	3.0		100	
7	1	3.0		100	
8	1	3.0		100	
9	1	3.0		100	
10	1	3.0		100	
11	1	3.0		100	
12	1	3.0		100	
13	1	2.0	100		
14	1	3.0		100	
15	1	2.0	100		

WV

Not provided

National

Rubric	N	Mean Score	Distribution of Scores (%)										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	D	E
1	210	3.2	0		10	0	53	2	32		1		
2	210	3.1	1	0	15	2	54	3	22		1		
3	210	3.2			11	2	50	2	35		0		
4	210	3.2	0		12	2	53	4	28		1		
5	210	3.1	1		17	3	52	2	23	0	1		
6	210	3.1	0		0	0	89	2	8		0		
7	210	3.0	0		14	2	66	1	16				
8	210	2.9	2	0	24	1	54	4	15				
9	210	2.9	2		16	2	66	2	11				
10	210	2.7	1		36	2	48	1	11		0		0
11	210	3.1	1	0	19	2	47	3	27		1		
12	210	3.4	1	0	9	0	38	7	45	0	1		
13	210	2.8	2		30	4	47	1	15			0	
14	210	2.9	2	0	25	0	51	2	18			0	
15	210	3.0	3	0	17	4	47	3	25		1		

edTPA State Performance Summary for Secondary English-Language Arts
January 2024 - May 2024

Shepherd

Rubric	N	Mean Score	Distribution of Scores (%)			
			2.0	2.5	3.0	3.5
1	1	3.5				100
2	1	3.0			100	
3	1	3.0			100	
4	1	3.0			100	
5	1	3.0			100	
6	1	2.5		100		
7	1	2.0	100			
8	1	2.0	100			
9	1	2.5		100		
10	1	2.0	100			
11	1	3.0			100	
12	1	3.0			100	
13	1	3.0			100	
14	1	2.0	100			
15	1	2.5		100		

WV

Not provided

National

Rubric	N	Mean Score	Distribution of Scores (%)										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	D	E
1	1,426	3.2	0		8	1	64	3	23	0	0		
2	1,426	3.1	1		12	2	62	3	19	0			
3	1,426	3.2	0	0	11	1	58	3	27	0	0		
4	1,426	3.0	0		17	2	60	3	17		0		
5	1,426	3.1	1		9	1	69	3	17		0		
6	1,426	3.1	0		2	0	86	2	9	0	0		
7	1,426	3.0	0		14	1	68	2	14				
8	1,426	2.9	1	0	22	2	60	2	13	0	0		
9	1,426	2.8	1		23	2	64	1	9	0	0		
10	1,426	2.8	0		29	3	59	1	7		0	0	0
11	1,426	3.2	1	0	13	1	50	3	31	0	1		
12	1,426	3.4	1		9	1	33	3	50	0	2		
13	1,426	2.8	2	0	28	2	53	2	13		0		
14	1,426	2.9	1	0	24	2	53	3	16			0	
15	1,426	3.1	1	0	14	2	59	3	21		0		

edTPA State Performance Summary for Middle Childhood History/Social Studies
January 2024 - May 2024

Shepherd

Rubric	N	Mean Score	Distribution of Scores (%)			
			2.0	2.5	3.0	4.0
1	4	3.3			75	25
2	4	3.0			100	
3	4	3.1		25	50	25
4	4	3.0			100	
5	4	3.3			75	25
6	4	3.0			100	
7	4	3.3			75	25
8	4	3.0	25		50	25
9	4	2.9		25	75	
10	4	3.0			100	
11	4	3.5			50	50
12	4	4.0				100
13	4	2.9		25	75	
14	4	3.1		25	50	25
15	4	3.5			50	50

WV

Not provided

National

Rubric	N	Mean Score	Distribution of Scores (%)									
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	D
1	197	3.1			10	1	66	4	17		3	
2	197	3.1	1		10	2	64	3	17	1	3	
3	197	3.4	1		3	3	54	4	32		4	
4	197	3.0	1		15	3	57	4	20			
5	197	3.0	1		13	1	69	4	10		4	
6	197	3.2	1		2	1	79	3	13		3	
7	197	3.1		1	13	3	61	4	17		2	
8	197	3.0	1		23	5	51	3	17		2	
9	197	2.9	1	1	17	5	67	4	11		2	
10	197	2.8	1		31	7	48	1	13			
11	197	3.1	2		13	2	57	4	17	1	5	
12	197	3.5	2		13	1	22	3	52	1	7	
13	197	2.8	2	1	31	5	46	2	13		2	
14	197	2.8	1		29	4	53	1	10		2	1
15	197	3.0	1		18	3	52	4	21		2	

edTPA State Performance Summary for Secondary History/Social Studies
January 2024 - May 2024

Shepherd

Rubric	N	Mean Score	Distribution of Scores (%)		
			2.0	3.0	4.0
1	2	3.0		100	
2	2	3.0		100	
3	2	3.5		50	50
4	2	4.0			100
5	2	3.0		100	
6	2	3.5		50	50
7	2	3.0		100	
8	2	3.5		50	50
9	2	3.5		50	50
10	2	3.5		50	50
11	2	3.0		100	
12	2	3.5		50	50
13	2	2.5	50	50	
14	2	3.5		50	50
15	2	3.5		50	50

WV

Not provided

National

Rubric	N	Mean Score	Distribution of Scores (%)										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	D	E
1	1,312	3.0	0		2	0	90	2	6		0		
2	1,312	3.0	0		13	2	70	2	13	0	0		
3	1,312	3.1			5	1	76	3	16		0		
4	1,312	3.0	1		14	2	68	3	13				
5	1,312	3.0	0		4	0	89	1	6				
6	1,312	3.0	0		1	0	93	1	4		0		
7	1,312	3.0	0		6	1	84	2	7		0		
8	1,312	3.1	0	0	8	1	73	3	14		0		
9	1,312	3.0	0		12	2	76	2	8	0	0		
10	1,312	2.9	0		21	3	67	1	8				0
11	1,312	3.1	0		6	1	74	3	16		0		
12	1,312	3.4	2	0	6	1	45	4	42	0	1		
13	1,312	2.9	2	0	19	3	63	2	11		0	0	
14	1,312	2.9	0	0	18	3	64	2	12		0	0	
15	1,312	3.1	1	0	10	1	69	2	17	0	0		

edTPA State Performance Summary for Middle Childhood Mathematics
January 2024 - May 2024

Shepherd

Rubric	N	Mean Score	Distribution of Scores (%)			
			2.0	3.0	4.0	5.0
1	3	3.7		33	67	
2	3	2.3	67	33		
3	3	3.3		67	33	
4	3	3.3		67	33	
5	3	3.0		100		
6	3	3.3		67	33	
7	3	3.3		67	33	
8	3	2.7	33	67		
9	3	3.3		67	33	
10	3	2.7	33	67		
11	3	3.3		67	33	
12	3	4.0		33	33	33
13	3	2.7	67		33	
14	3	2.7	33	67		
15	3	3.3	33		67	

WV
Not provided

National

Rubric	N	Mean Score	Distribution of Scores (%)									
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	D
1	257	3.0			14	2	71	2	12			
2	257	2.7	4	0	34	1	51	0	8		1	
3	257	3.0	1		18	1	54	4	22		0	
4	257	2.7	1		39	2	45	2	11			
5	257	2.8	5		16	2	70	1	5		1	
6	257	3.0	0		2	1	92	1	4		0	
7	257	2.8			27	2	64		7			
8	257	2.8	1		28	3	58	2	8			
9	257	3.0	0		11	1	76	1	10			
10	257	2.6	1		42	2	49	2	4			
11	257	3.0		0	16	2	51	2	25		1	
12	257	3.5	2		8	1	34	3	40	1	11	
13	257	2.8	6	1	25	2	50	0	15	0		0
14	257	2.8	2		31	4	49	0	14			
15	257	2.8	2		30	3	50	2	12	0	1	

edTPA State Performance Summary for Secondary Mathematics
January 2024 - May 2024

Shepherd

Rubric	N	Mean Score	Distribution of Scores (%)		
			3.0	4.0	5.0
1	1	4.0		100	
2	1	5.0			100
3	1	3.0	100		
4	1	3.0	100		
5	1	3.0	100		
6	1	3.0	100		
7	1	3.0	100		
8	1	3.0	100		
9	1	4.0		100	
10	1	4.0		100	
11	1	4.0		100	
12	1	5.0			100
13	1	4.0		100	
14	1	3.0	100		
15	1	3.0	100		

WV

Not provided

National

Rubric	N	Mean Score	Distribution of Scores (%)											
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	D	E	G
1	1,143	28	0		25	2	68	0	4					
2	1,143	2.3	6	1	53	2	37	0	1		0			0
3	1,143	2.6	0	0	41	3	50	1	5					
4	1,143	2.4	2	1	55	1	40	0	1					
5	1,143	2.5	6	1	39	2	52	0	1					
6	1,143	3.0			2	1	96	0	1					
7	1,143	2.4	0		55	2	42	0	1					
8	1,143	2.5	0		50	3	46	0	1					
9	1,143	2.8	1	0	17	3	76	1	3					
10	1,143	2.4	0		63	3	32	0	1				0	0
11	1,143	2.5	10	1	37	2	43	0	6		0			
12	1,143	3.4	1	0	9	0	42	2	40	0	5			
13	1,143	2.4	7	1	49	2	39		1					
14	1,143	2.4	2	0	52	2	41	0	1				0	0
15	1,143	2.4	3	0	52	2	40	0	2					

edTPA State Performance Summary for Secondary Science
January 2024 - May 2024

Shepherd

Rubric	N	Mean Score	Distribution of Scores (%)		
			2.0	3.0	4.0
1	1	4.0			100
2	1	3.0		100	
3	1	4.0			100
4	1	3.0		100	
5	1	3.0		100	
6	1	3.0		100	
7	1	3.0		100	
8	1	3.0		100	
9	1	3.0		100	
10	1	2.0	100		
11	1	2.0	100		
12	1	4.0			100
13	1	2.0	100		
14	1	3.0		100	
15	1	4.0			100

WV

Not provided

National

Rubric	N	Mean Score	Distribution of Scores (%)										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	D	E
1	914	3.1			7	1	76	3	13		0		
2	914	2.6	5	0	43	3	38	1	8		1		
3	914	3.1	0		14	2	59	2	22		0		
4	914	2.7	1		34	3	50	2	10		0		
5	914	2.9	5	0	8	2	76	2	7		0		
6	914	3.0	1		2	0	89	2	7		0		
7	914	2.9	2		19	3	65	1	10		0		
8	914	2.7	1	0	35	2	51	2	8	0	0		
9	914	2.5		0	45	3	43	0	5		0		
10	914	2.4	1		58	3	33	1	4				0
11	914	3.1	3		13	1	55	3	24	0	1		
12	914	3.5	2	0	7	1	37	3	41	1	8		
13	914	2.6	5	1	39	3	38	2	11		1	0	
14	914	2.8	3	0	24	2	59	2	10			0	
15	914	2.7	2	0	39	3	43	1	11		0		

edTPA State Performance Summary for Visual Arts
January 2024 - May 2024

Shepherd

Rubric	N	Mean Score	Distribution of Scores (%)		
			3.0	4.0	5.0
1	1	5.0			100
2	1	5.0			100
3	1	4.0		100	
4	1	4.0		100	
5	1	5.0			100
6	1	5.0			100
7	1	4.0		100	
8	1	4.0		100	
9	1	4.0		100	
10	1	3.0	100		
11	1	4.0		100	
12	1	4.0		100	
13	1	4.0		100	
14	1	4.0		100	
15	1	4.0		100	

WV
Not provided

National

Rubric	N	Mean Score	Distribution of Scores (%)										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	D	G
1	445	3.9			0		18	2	74	2	4		
2	445	3.5	0		2	1	46	3	40	0	7		
3	445	3.5			1	1	43	5	46	1	3		
4	445	3.6			4	1	36	5	52		3		
5	445	3.6	0	0	4	0	33	4	53	0	5		
6	445	3.3	0		4	0	63	4	24		4		
7	445	3.3			6	1	58	5	28	0	2		
8	445	3.1	2		13	3	51	3	25		3		
9	445	3.2			10	2	56	2	28	0	2		
10	445	3.1			17	2	53	2	22	0	4	0	0
11	445	3.4	1		8	1	41	3	42	0	3		
12	445	3.4	4	0	9	1	29	3	48	1	5		
13	445	3.1	3		18	2	47	4	25		2		
14	445	3.0	3	1	20	2	39	3	30		1	0	
15	445	3.4	1	0	9	1	39	3	42	0	4		

edTPA State Performance Summary for World Language
January 2024 - May 2024

Shepherd

Rubric	N	Mean Score	Distribution of Scores (%)		
			1.0	2.0	3.0
1	2	3.0			100
2	2	3.0			100
3	2	3.0			100
5	2	3.0			100
6	2	3.0			100
7	2	2.5		50	50
8	2	2.0	100		
9	2	2.0	100		
10	2	2.0	100		
11	2	3.0			100
12	2	3.0			100
13	2	2.0	50		50
15	2	2.5		50	50

WV

Not provided

National

Rubric	N	Mean Score	Distribution of Scores (%)										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	D	E
1	389	3.0	0		20	2	54	2	21		1		
2	389	2.8	5		20	2	59	0	13	0	1		
3	389	3.0	0		20	2	58	1	18		1	0	
5	389	2.9	4	0	19	2	58	1	15		1		
6	389	3.1	0		3		88	1	7	0	1		
7	389	2.6	2		41	1	48	1	7		1		
8	389	2.4	13	0	45	2	33	1	5		1		
9	389	1.9	37	2	38	1	18	1	4	0			
10	389	2.3	4	0	56	2	34	0	1		0	0	1
11	389	2.6	11	0	26	2	52	1	8		0		
12	389	2.9	6	1	20	2	56	2	14		2		
13	389	2.4	13	0	40	2	37	1	7			0	
15	389	2.5	8	0	42	2	37	1	10				

edTPA EPP Performance Summary
Fall 2024
July 2024 - December 2024
Shepherd University

This edTPA report is designed exclusively to assist Education Preparation Programs (EPPs) and/or State Agencies in evaluating the performance of their candidates as compared to the population of candidates taking edTPA within the state, and nationally. Because of the proprietary and interim nature of the performance information, State Agencies and EPPs must implement appropriate safeguards to protect against improper disclosure of this information. Official public release of national edTPA performance information will be made by the Stanford Center for Assessment, Learning, and Equity (SCALE) through an annual public document.

This report includes mean candidate performance, an abbreviated distribution of total scores for National fields, and distributions of rubric level scores and condition codes reported by field. SCALE encourages programs to review the data with faculty in ways that support inquiry and program renewal. Please refer to the "edTPA Summary Read Me File" for a more detailed description and suggested uses of each section of the report.

As a reference, a general lookup table for rubrics by title follows:

Task 1: Planning
  P01. Planning for Content Understandings
  P02. Planning to Support Varied Student Needs
  P03. Using Knowledge of Students to Inform Teaching and Learning
  P04. Identifying and Supporting Language Demands
  P05. Planning Assessments to Monitor and Support Student Learning

Task 2: Instruction
  I06. Learning Environment
  I07. Engaging Students in Learning
  I08. Deepening Student Learning
  I09. Subject Specific Pedagogy
  I10. Analyzing Teaching Effectiveness

Task 3: Assessment
  A11. Analysis of Student Learning
  A12. Providing Feedback to Guide Learning
  A13. Student Use of Feedback;
  A14. Analyzing Students' Language Use and Content Learning
  A15. Using Assessment to Inform Instruction

Task 4: Elementary Education Handbook Only
  M19. Analyzing Whole Class Understandings
  M20. Analyzing Individual Student Work Samples
  M21. Using Evidence to Reflect on Teaching

This document includes some materials that are test secure and/or confidential for other reasons. As such, it should only be circulated to authorized personnel (e.g., edTPA coordinators, faculty, and other users) who need access to this information. The accompanying notes are an integral part of this document.

Section A: Score Means

	N	Total Score Mean	Planning (P)					Instruction (I)					Assessment (A)					Mean by Task		
			P01	P02	P03	P04	P05	I06	I07	I08	I09	I10	A11	A12	A13	A14	A15	P	I	A
All 15-Rubric Handbooks (SU)	13	46.4	6.6	3.2	3.2	3.1	3.3	3.0	2.9	3.0	2.8	2.8	3.1	3.1	2.9	3.2	3.1	16.4	14.4	15.5
All 15-Rubric Handbooks (WV)	52	44.7	3.2	2.9	3.1	3.0	3.1	3.0	3.0	3.0	2.9	2.7	3.0	3.2	2.7	2.9	3.0	15.4	14.6	14.7
All 15-Rubric Handbooks (US)	5,966	42.5	2.9	2.8	2.9	2.8	2.8	3.0	2.9	2.8	2.8	2.6	2.8	3.1	2.6	2.7	2.8	14.3	14.1	14.1

	N	Total Score Mean	Planning (P)					Instruction (I)					Assessment (A)					Mathematics			Mean by Task		
			P01	P02	P03	P04	P05	I06	I07	I08	I09	I10	A11	A12	A13	A14	A15	M19	M20	M21	P	I	A
All 18-Rubric Handbooks (SU) ELED Literacy with Math / Task 4	9	53.1	3.0	2.8	3.0	2.7	2.8	2.9	3.0	3.2	2.9	2.9	2.9	3.6	3.0	2.6	2.9	2.8	3.2	2.9	14.2	14.9	15.0
All 18-Rubric Handbooks (WV) ELED Literacy with Math / Task 4	10	53	3.0	2.9	3.0	2.7	2.8	2.9	3.0	3.2	2.9	2.8	3.0	3.5	3.0	2.7	2.8	2.8	3.2	2.9	14.4	14.8	14.9
All 18-Rubric Handbooks (US) ELED Literacy with Math / Task 4	1,540	50.5	2.8	2.8	3.1	2.9	2.6	3.0	2.7	2.8	2.6	2.7	2.7	3.4	2.7	2.6	3.0	2.6	2.9	2.6	14.2	13.9	14.4

Section B: Score Distribution

	N	Mean Score	Distribution of Total Score (%)									
			< 35	35	36	37	38	39	40	41	42	> 42
All 15-Rubric Handbooks (SU)	13	43.4	15		8					8		69
All 15-Rubric Handbooks (WV)	52	44.7	13		4	2				4	2	75
All 15-Rubric Handbooks (US)	5,966	42.5	9	2	3	4	5	5	6	6	8	52

	N	Mean Score	Distribution of Total Score (%)											
			< 40	40	41	42	43	44	45	46	47	48	49	> 49
All 18-Rubric Handbooks (SU) **ELED Literacy with Math / Task 4**	9	53.1					22		11					67
All 18-Rubric Handbooks (WV) **ELED Literacy with Math / Task 4**	10	53					20		10					70
All 18-Rubric Handbooks (US) **ELED Literacy with Math / Task 4**	1,510	50.5	6	1	2	2	3	4	5	4	4	3	5	61

Section C: Score Distribution by Handbook

edTPA State Performance Summary for ELED: Literacy with Mathematics Task 4
July 2024 - December 2024

Shepherd

Rubric	N	Mean Score	Distribution of Scores (%)					
			1.0	2.0	2.5	3.0	3.5	4.0
1	9	3.0		11		78		11
2	9	2.8	11	22		44		22
3	9	3.0		11		78		11
4	9	2.7		44		44		11
5	9	2.8	11	11		67		11
6	9	2.9		11		89		
7	9	3.0		11		78		11
8	9	3.2				78		22
9	9	2.9		22		67		11
10	9	2.9		22		67		11
11	9	2.9		33	11	22		33
12	9	3.6				44		56
13	9	3.0		22		56		22
14	9	2.6	11	33		33	11	11
15	9	2.9		22		67		11
19	9	2.8		33	11	33		22
20	9	3.2				78		22
21	9	2.9		33		44		22

WV

Rubric	N	Mean Score	Distribution of Scores (%)					
			1.0	2.0	2.5	3.0	3.5	4.0
1	10	3.0		10		80		10
2	10	2.9	10	20		40		30
3	10	3.0		10		80		10
4	10	2.7		40		50		10
5	10	2.8	10	10		70		10
6	10	2.9		10		90		
7	10	3.0		10		80		10
8	10	3.2				80		20
9	10	2.9		20		70		10
10	10	2.8		30		90		10
11	10	3.0		30	10	30		30
12	10	3.5				50		50
13	10	3.0		20		60		20
14	10	2.7	10	30		40	10	10
15	10	2.8		30		60		10
19	10	2.8		40	10	30		20
20	10	3.2				80		20
21	10	2.9		30		50		20

National

Rubric	N	Mean Score	Distribution of Scores (%)										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	5.0	D	E	G
1	1,510	2.8	3	0	19	2	74	1	3				
2	1,510	2.8	6	0	18	1	61	2	11				
3	1,510	3.1	0		10	1	68	2	18				
4	1,510	2.9	1	0	23	2	64	1	10				
5	1,510	2.6	8	1	21	1	66	1	3	0			
6	1,510	3.0			1	0	98	0	1				
7	1,510	2.7	0		26	2	69	0	2				
8	1,510	2.8	0	0	17	1	79	0	2				
9	1,510	2.6	3	0	34	3	54	1	5				
10	1,510	2.7	0		34	3	57	1	6		0		
11	1,510	2.7	1	0	30	2	59	1	6				
12	1,510	3.4	5	0	8	1	31	2	53	0			
13	1,510	2.7	5	0	24	2	58	1	9		0		
14	1,510	2.6	1	0	39	3	49	1	6		0	0	
15	1,510	3.0	1	0	21	1	57	1	19				
19	1,510	2.6	1	0	38	2	52	1	6		0		
20	1,510	2.9	2	0	20	1	60	2	14		0	1	0
21	1,510	2.6	8	1	30	2	50	1	6		0	2	0

edTPA State Performance Summary for K-12 Performing Arts
July 2024 - December 2024

Shepherd

Rubric	N	Mean Score	Distribution of Scores (%)			
			1.0	2.0	3.0	4.0
1	1	3.0			100	
2	1	2.0		100		
3	1	1.0	100			
4	1	2.0		100		
5	1	2.0		100		
6	1	3.0			100	
7	1	1.0	100			
8	1	2.0		100		
9	1	3.0			100	
10	1	2.0		100		
11	1	3.0			100	
12	1	1.0	100			
13	1	2.0		100		
14	1	4.0				100
15	1	2.0		100		

WV

Not provided

National

Rubric	N	Mean Score	Distribution of Scores (%)										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	D	E
1	353	2.9	1		11	1	78	1	7				
2	353	2.9	3	0	15	3	65	3	11		1		
3	353	3.0	1		14	2	63	3	17	0	1		
4	353	2.9	1	0	20	3	58	2	15		0		
5	353	2.8	2	0	18	5	63	1	10		0		
6	353	3.0	0		6	2	88	0	3	0			
7	353	2.9	1		11	2	80	1	5				
8	353	2.8	1		23	5	69		3	0			
9	353	2.9	1		10	2	82	1	3		0		
10	353	2.6	0		39	5	50	1	5		0		
11	353	2.9	2		17	3	61	1	15				
12	353	3.2	3	1	12	1	44	4	30	1	4		
13	353	2.7	4	1	29	3	50	1	12		0		
14	353	2.9	3		19	4	57	2	15			0	1
15	353	3.0	1		18	3	58	2	16		1		

edTPA State Performance Summary for Physical Education
July 2024 - December 2024

Shepherd

Rubric	N	Mean Score	Distribution of Scores (%)		
			2.0	3.0	4.0
1	3	3.0		100	
2	3	3.0		100	
3	3	3.0	33	33	33
4	3	2.7	33	67	
5	3	3.0		100	
6	3	2.0	100		
7	3	3.0		100	
8	3	2.7	33	67	
9	3	2.7	33	67	
10	3	2.3	67	33	
11	3	2.3	67	33	
12	3	2.7	33	67	
13	3	2.3	67	33	
14	3	2.7	33	67	
15	3	2.7	33	67	

WV

Not provided

National

Rubric	N	Mean Score	Distribution of Scores (%)								
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	5.0	D
1	406	2.7	1		29	1	61	1	6		
2	406	2.7	8		13	2	72	1	3		
3	406	2.7	1		32	1	65		1		
4	406	2.6	0		44	2	50	0	3		
5	406	2.5	5		42	2	50	0	1		
6	406	2.4	1		60	1	37	1	1		
7	406	2.7	1	0	28	2	66	0	3		
8	406	2.7	3	0	27	2	64	0	4		
9	406	2.8	1		17	1	80		0		
10	406	2.3	2		64	0	32		0		0
11	406	2.3	11		51	2	35		1		
12	406	2.8	3		19	1	71	1	4	0	
13	406	2.3	9	0	49	1	39	0	1		
14	406	2.3	5	0	60	2	31		2		
15	406	2.5	2		49	2	45		1		

edTPA State Performance Summary for Middle Childhood English-Language Arts
July 2024 - December 2024

Shepherd

Rubric	N	Mean Score	Distribution of Scores (%)	
			2.0	3.0
1	1	3..0		100
2	1	2.0	100	
3	1	2.0	100	
4	1	2.0	100	
5	1	2.0	100	
6	1	3.0		100
7	1	2.0	100	
8	1	2.0	100	
9	1	2.0	100	
10	1	2.0	100	
11	1	2.0	100	
12	1	2.0	100	
13	1	2.0	100	
14	1	2.0	100	
15	1	2.0	100	

WV

Not provided

National

Rubric	N	Mean Score	Distribution of Scores (%)							
			1.0	2.0	2.5	3.0	3.5	4.0	4.5	5.0
1	88	3.3	2	10		48	2	35		2
2	88	3.1	1	20		51	1	22		5
3	88	3.3		8	1	52	6	28	1	3
4	88	3.2	1	13		50		27		2
5	88	3.1		11		64	3	18	1	2
6	88	3.1			1	88	2	9		
7	88	3.0	1	15	2	67	2	11		1
8	88	2.9	2	27		49	5	17		
9	88	2.8	1	19	2	68	3	6		
10	88	2.8		32	3	49	6	8		2
11	88	3.1	1	19	2	48	3	20	1	5
12	88	3.5	2	8	1	31	5	45	2	6
13	88	2.9	3	28	3	40	3	22		
14	88	2.9	2	25	1	45	3	22	1	
15	88	3.2	1	18		48	3	24	1	5

edTPA State Performance Summary for Secondary English-Language Arts
July 2024 - December 2024

Shepherd

Rubric	N	Mean Score	Distribution of Scores (%)	
			3.0	4.0
1	1	4.0		100
2	1	3.0	100	
3	1	3.0	100	
4	1	3.0	100	
5	1	3.0	100	
6	1	3.0	100	
7	1	3.0	100	
8	1	4.0		100
9	1	3.0	100	
10	1	3.0	100	
11	1	3.0	100	
12	1	4.0		100
13	1	3.0	100	
14	1	3.0	100	
15	1	4.0		100

WV

Not provided

National

Rubric	N	Mean Score	Distribution of Scores (%)									
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	5.0	D	E
1	409	3.1	0		8	2	67	2	21			
2	409	2.9	2		17		64	2	12			
3	409	3.1			11	3	61	3	23			
4	409	2.9	0		22	3	62	2	11			
5	409	3.0	2		10	2	73	2	12			
6	409	3.1	0		1	2	89	1	7	0		
7	409	2.9	0		17	2	68	2	11			
8	409	2.8	1		27	3	60	1	8			
9	409	2.7	1		30	3	63	0	3			
10	409	2.8	0	0	27	4	59	1	8		0	0
11	409	3.1	2		13	2	58	3	21	0		
12	409	3.3	1	0	11	2	40	2	42	1		
13	409	2.8	1	0	31	3	51	1	12			
14	409	2.8	2		27	3	53	1	14			
15	409	3.1	1		11	1	60	2	24	0	0	

edTPA State Performance Summary for Middle Childhood History/Social Studies
July 2024 - December 2024

Shepherd

Rubric	N	Mean Score	Distribution of Scores (%)		
			2.0	3.0	4.0
1	1	3.0		100	
2	1	3.0		100	
3	1	3.0		100	
4	1	3.0		100	
5	1	3.0		100	
6	1	3.0		100	
7	1	2.0	100		
8	1	2.0	100		
9	1	2.0	100		
10	1	2.0	100		
11	1	4.0			100
12	1	4.0			100
13	1	4.0			100
14	1	4.0			100
15	1	3.0		100	

WV

Not provided

National

Rubric	N	Mean Score	Distribution of Scores (%)									
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	D
1	91	3.0	1		13		67	4	13		1	
2	91	3.1			10		67	3	18		2	
3	91	3.3			7	1	59	5	25		2	
4	91	3.0			19	4	57	4	15			
5	91	2.9	2		11	3	71	3	8		1	
6	91	3.1			1	1	81	5	11			
7	91	3.0			16		67	4	11	1		
8	91	2.9	3	1	21	2	54	4	14			
9	91	2.8			24	4	58	5	8			
10	91	2.8			30	2	56	2	10			
11	91	3.1	2		8	2	64	1	23			
12	91	3.6	1		8		22	3	65		1	
13	91	2.8	2		32	2	4	2	16		2	1
14	91	2.9	1		29	3	45	1	21			
15	91	3.0	2		16	4	51	4	20		2	

edTPA State Performance Summary for Visual Arts
July 2024 - December 2024

Shepherd

Rubric	N	Mean Score	Distribution of Scores (%)						
			1.5	2.0	2.5	3.0	3.5	4.0	5.0
1	5	4.4						60	40
2	5	3.9			20			60	20
3	5	4.2				20		40	40
4	5	3.8				40		40	20
5	5	4.2						80	20
6	5	3.6				60		20	20
7	5	3.5			20	40		20	20
8	5	3.5			20	40		20	20
9	5	3.3	20			40		20	20
10	5	3.4		20		20		60	
11	5	3.7			20	20		40	20
12	5	3.7			20	20		40	20
13	5	3.4				60		40	
14	5	3.6				40		60	
15	5	3.7				20	20	60	

WV
Not provided

National

Rubric	N	Mean Score	Distribution of Scores (%)								
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
1	178	3.8			2		24	4	61	1	8
2	178	3.4	3		7	1	42	4	39	1	4
3	178	3.4			6		48	7	33	1	4
4	178	3.4	2		10	2	30	4	50		2
5	178	3.6	3		5	1	29	4	51		7
6	178	3.3			2		71	2	25		1
7	178	3.2			11	2	59	4	22	1	1
8	178	3.0	3		20	2	47	2	24	1	2
9	178	3.1		1	15	3	49	3	28	1	1
10	178	3.0	2		21	2	47	4	20	1	3
11	178	3.1	4		16	3	40	3	30	1	3
12	178	3.3	7		8	1	37	5	37	1	4
13	178	2.9	9		18	2	40	2	26		2
14	178	2.8	11		22	3	37	3	23	1	
15	178	3.2	7		15	2	32	6	37		2

Condition Codes: **Occasionally, portfolios are submitted that do not meet submission requirements and result in a condition code for a rubric. A condition code that explains the reason a rubric is deemed unscorable is reported to the examinee.** Note that portfolios reported on or after October 2015 are held to the "Incomplete" Scoring Rules (i.e., 2 or more condition codes within a single task will result in the entire portfolio receiving a score of 0). Incomplete portfolios are excluded from the computation of the means and distributions of all rubric, task, and portfolio scores. **For portfolios that contain condition codes but are not Incomplete, the condition code(s) will be included in the distribution of rubric scores.**

D: Response too short

   D1: Did not respond to Commentary prompts or unrelated response.
   D2: Evidence was beyond required page limits.
   D3. For SpEd alt evidence only: Not enough detailed description.
   D4. Other: Insufficient information to score
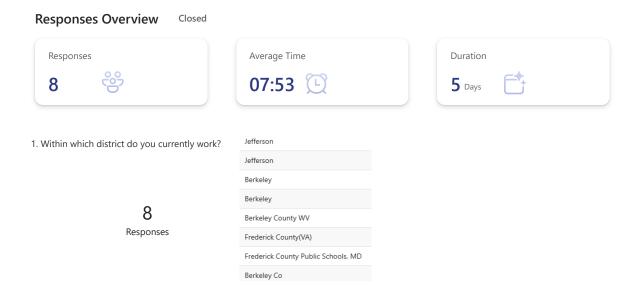   D5. Task2: Video clip(s) total less than 3 minutes

E: Missing/Duplicate

   E1. Incorrect file provided
   E2. Missing artifact or referenced artifact not submitted
   E3. Blank artifact submitted
   E4. Inaccessible file
   E5. Hyperlinks are provided
   E6. Other: Incorrect or missing, blank, or otherwise inaccessible file
   E7. Documents are illegible
   E8. In a retake, the referenced artifact for non-retake task not submitted

G. Materials unrelated

   G1. Learning objectives not in the content area
   G2. Submitted in the wrong content area.
   G3. Artifacts are unrelated to the learning segment focus or lesson plans
   G4. There is no central focus across lesson
   G5. The number of students does not meet the minimum group size
   G6. SpEd: Two learning targets do not reflect different curriculum areas
   G7. Task 3: Assessment is not completed by the whole class
   G8. Task 3: Student work samples are not from the same assessment
   G9. Other: Materials unrelated or fail to conform to handbook
   G10. Task 3: WS evidence does not demonstrate what student can do
   G11. Video does not show student performance during whole class PE activity
   G12. Task 4: (EME/ELE) Re-engagement lesson does not show student's ability
   G13. Task 3/4:The learning segment not completed by a minimum of 4 students
   G14. # of students in Context for Learning doesn't meet minimum group size
   G15. Task 3: (PE) # of students in learning segment doesn't meet guidelines
   G16. Task 4 (EME/ELE) Formative lesson samples don't show student knowledge
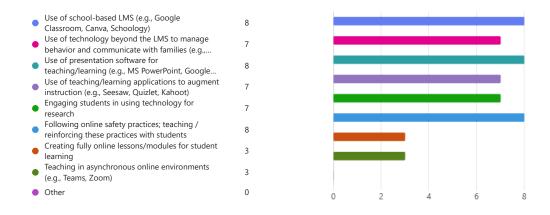   G99. Multiple condition codes apply

Interpretive Cautions:

1. Information regarding examinee institutional affiliation and all demographic information is based on self-reported information obtained at the time of test registration. This information has not been verified.
2. Total portfolio scores/Total Score Means are based on the 13, 15, or 18 rubrics (depending on the handbook) that are common to all National handbooks.
3. Results for Washington handbooks are included in the National results reported here and are based on the rubrics common to all handbooks. State-specific rubrics, such as Student Voice, are excluded for the purpose of this report.
4. Occasionally, rubrics receive a final score ending in a .5. This occurs because some edTPA portfolio submissions are scored by two independent scorers. For those portfolios, the final rubric score is the average of the scores assigned by each scorer.
5. For this report, the scores included in the distribution of portfolio total scores were rounded up to the nearest whole number if the total portfolio score ended in .5.
6. Condition Codes: Occasionally, portfolios are submitted that do not meet submission requirements and result in a condition code for a rubric. A condition code that explains the reason a rubric is deemed unscorable is reported to the examinee. Note that portfolios reported on or after October 2015 are held to the "Incomplete" Scoring Rules (i.e., 2 or more condition codes within a single task will result in the entire portfolio receiving a score of 0). Incomplete portfolios are excluded from the computation of the means and distributions of all rubric, task, and portfolio scores. For portfolios that contain condition codes but are not Incomplete, the condition code(s) will be included in the distribution of rubric scores.
7. For National and State reports, means and distributions of total scores are not provided for fields with fewer than 10 portfolios. Fields with fewer than 10 portfolios are omitted from the rubric-level distribution reporting tables.
8. The results reported here include all submissions from examinees, thus there may be multiple submissions from a single examinee (i.e., retakes).
9. This document includes some materials that are test secure and/or confidential for other reasons. As such, it should only be circulated to authorized personnel (e.g., edTPA coordinators, faculty, and other users) who need access to this information. The accompanying notes are an integral part of this document.

Responses Overview Closed

Responses	Average Time	Duration
8 👥	**07:53** ⏰	**5** Days

1. Within which district do you currently work?

8
Responses

Jefferson
Jefferson
Berkeley
Berkeley
Berkeley County WV
Frederick County(VA)
Frederick County Public Schools, MD
Berkeley Co

2. What is your current role within the district (e.g., classroom teacher, district administrator, HR, etc.)?
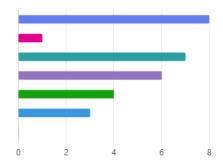
8
Responses

5 classroom teachers, 1 district administrator,
1 instructional supervisor, 1 recruitment specialist

3. What educational technology knowledge and skills do you expect of new teachers? (Check all that apply.)

- 🔵 Use of school-based LMS (e.g., Google Classroom, Canva, Schoology) — 8
- 🔴 Use of technology beyond the LMS to manage behavior and communicate with families (e.g.,... — 7
- 🟢 Use of presentation software for teaching/learning (e.g., MS PowerPoint, Google... — 8
- 🟣 Use of teaching/learning applications to augment instruction (e.g., Seesaw, Quizlet, Kahoot) — 7
- 🟢 Engaging students in using technology for research — 7
- 🔵 Following online safety practices; teaching / reinforcing these practices with students — 8
- 🟠 Creating fully online lessons/modules for student learning — 3
- 🟢 Teaching in asynchronous online environments (e.g., Teams, Zoom) — 3
- 🟣 Other — 0

4. How should the teacher candidate's knowledge/skills in the above-selected technologies be assessed? (Check all that apply.)

- Participation in instructional activities that use the application(s). — 8
- Tests based on educational technology application(s). — 1
- Creation of lesson plans that utilize educational technology applications. — 7
- Direct observation of technology application(s) use. — 6
- Individualized assignments in university courses requiring demonstration of educational... — 4
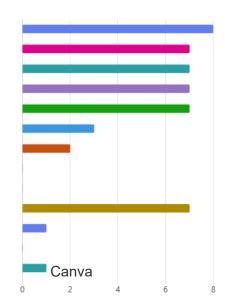- Student self-reflection(s) and/or self-assessment(s) on personal strengths and... — 3
- Other — 0

5. At what level of competency would you expect new teachers to demonstrate educational technology knowledge / skill / application as identified above?

- Awareness (Aware of potential for use of a potential educational technology application) — 0
- Developing (May need help to get the application to work) — 3
- Proficient (Able to independently use application; knows how to get support as needed) — 4
- Advanced (Flexibly moves between technology applications for multiple purposes) — 0
- Master (Creatively applies technology in multiple, integrated ways to meet teaching/learning needs) — 1

13%
38%
50%

6. Which MS Office Suite applications are currently being employed within your school(s)/district? (Check all that apply.)

- MS Word — 8
- MS Outlook — 7
- MS Excel — 7
- MS PowerPoint — 7
- MS Teams — 7
- MS OneNote — 3
- MS SharePoint — 2
- MS Reflect — 0
- MS Planner — 0
- MS OneDrive — 7
- MS Skype — 1
- We do not currently use any MS Office or Office Suite applications. — 0
- Other — 1

Canva

7. Are you currently using AI in any part of your planning, accommodations, presentation creation, etc.?

- Yes   3
- No   5

38%

63%

8. If your answer to #5 was yes, please identify which AI tool(s) you're using [e.g., Diffit, Gamma]. Also, please describe how you're using AI in your classroom / school(s) / district.

(If your answer to #5 was no, please type "NA" in the response box.)

Our teachers currently use Diffit.me, questionwell, and magic school AI. Those are used primarily by teachers for planning. However we are moving into teachers having students use magic school AI to complete historical figure interviews.

Gemini AI AXIO AI

ChatGPT

9. Do you anticipate and/or are there any plans to employ any additional educational technology applications within your school(s)/district in the upcoming school year (2025-2026)

- Yes   3
- No   1
- I don't know.   4

38%

50%

13%

SU EPP Continuous Improvement Efforts
Proposed Implementation Timeline

CI Effort	Proposed Timeline	Data Used to Inform Decision(s)	Notes
EPP Definition of Equity, Diversity, & Inclusion (DEI)	Fall 2024	**CAEP Standard R1** SSR (p. 15) FFR (p. 6, QQ3) SSR Addendum (p. 1)	As noted on p. 15 of the SSR: "Another potential need for the EPP that has been identified internally is a specific EPP-focused definition of diversity, equity, & inclusion rather than using the more general definition(s) provided by the university at large [AIMS #40 / 5.3.1]; this proposal is being considered by the EPPC during S24." Please see "ADM.3 Response to Q3" for updates and "ADM.4 SU EPPC Minutes S24" for additional support as needed. **Due to the rather extenuating and quite unexpected circumstances realized in 2023-2024 at SU, the development of the EPP-specific DEI definition during the Spring 2024 semester was not realized as intended. This is a Continuous Improvement initiative that will be revisited during the Fall 2024 semester [EPPC Standard R1 Workgroup #3.]** *FINAL 2/25*
Common Lesson Plan (Template & Rubric)	Spring 2023 through Spring 2026	Survey & Focus Group Feedback	Identified throughout the various feedback received from all stakeholders [1.1.2, 2.1.5, 2.1.6, 5.2.1] – Combines the need for lesson planning/differentiation/UDL strategies, consistency & communication across all areas/stakeholders, & the need for back-mapping elements of the edTPA throughout the EPP (from beginning to end). Common Lesson Plan template and rubric proposed to be introduced in EDUC 150 at a very basic level and then gradually expanded as the candidate moves through the EPP to incorporate different elements not only of their individual content area but also of the required elements of the edTPA that are both common and specific to each program. **PHASE 1A:** Proposed in S23 / started within the School of Education as a pilot during the F23 semester. Data was collected on the initial template and rubric for 2023-2024 within three courses in the SOE [EDUC 422 / EDUC 370 / EDUC 582]. *** A new SU CLP Pilot and Implementation Plan was developed at the end of Spring 2024 to clarify issues / confusions that arose in F23 with an *ad hoc* committee formed that includes SOE and EPP faculty to collect and review feedback and data <u>during Fall 2024</u>; revisions will be made based on the data that is being collected & analyzed for review by the EPP during the F24 and <u>Spring 2025</u> semesters (**PHASE 1B**). **PHASE 2A**: In <u>Fall 2025</u>, the CLP template and rubric will again be implemented with any further identified / necessary modifications. Phase 2A will include the above-mentioned courses/faculty plus at least two courses each for all EPP Specialization Coordinators (one at the introductory level and one methods course), with the goal being that this version of the template/rubric will be somewhat to a "final" version. The same procedure identified above will be followed. During <u>Spring 2026</u>, the "final" version of the CLP template/rubric will be rolled out to all candidates at all levels in all specializations. At the end of the S26 semester, a final survey will be conducted to collect feedback and assess the success (or failure) of the pilot. Next steps will be determined at that point (**PHASE 2B**). **NOTE: It is essential and expected that faculty make no modifications to the "COMMON" template or rubric <u>during PHASES 1B-2B of the pilot as outlined above.</u>** Faculty should make note of any concerns or questions that may arise and keep track of any potential adjustments that would be valuable to them and/or their students as related specifically to each

			individual course(s). This feedback will be taken into consideration at the end of each semester. However, **no changes** should be implemented at the individual and/or course level by any individual faculty member at any time during any pilot phase.
Curriculum Adjustments	Ongoing	Data Analyses EPPAC P-12 Partners Focus Groups Surveys	All faculty are provided both quantitative and qualitative data and analyses along with the specific feedback from the various stakeholders, Focus Groups, and surveys each semester. Doing so enables them to make the decisions necessary regarding adjustments for Continuous Improvements within their individual courses and overall programs based in part on the data and feedback we've received/collected to ensure candidates receive the most appropriate preparation possible. Programmatic changes are formally discussed within the EPPC and/or EPPAC as needed, although individual faculty often collaborate across programs and specialties and meet with their P-12 colleagues to informally discuss the needs within that setting as well. NOTE: Formal changes are always documented in EPPC Minutes. Moving forward, other means of documenting such discussions might potentially include EPPC *ad hoc* committees and/or discussions via the "data retreats" that follow.
Deep-Dive Data Retreats	Fall 2024 (Annually or Bi-Annually)	CAEP Guidelines WVDE Guidelines Best Practices	We anticipate and intend to resume hosting data-specific meetings at least once per year (ideally once per semester) to which all stakeholders (internal and external) are invited and during which everyone will collaborate to explore the data. In the past, these meetings were referred to as "retreats" and were enjoyed by everyone as day-long collaborative "deep dives" into the data that resulted in significant and valuable results. During each retreat, collaborative teams consisting of both internal and external stakeholders will explore data relevant to each CAEP Standard as well as the associated EPP-wide key assessment(s) and discuss potential takeaways as well as continuous improvement purposes as related to each of the Standards for all involved. **This will include potential areas for concern as noted within both the SSR, FFR, and Addendum** (e.g., disparities related to performance / demographic subgroups that may arise, options for increasing additional modalities and/or virtual options for candidates, increasing attendance/participation at EPPAC meetings and Employer Surveys, other ways to address R4.1, etc.). ***NOTE: Monitor closely the "Multiple Measures Effect" beginning in F24 / disaggregation potential for Praxis II in the future; new Policy changes at WVDE could affect data analysis on Key Assessment.***
P-12 Partner Involvement in Training & Development (Ongoing)	Ongoing	CAEP Guidelines	**Co-Teaching:** All Clinical Educators (EPP- and School-Based) will continue to be involved in trainings focused on the St. Cloud Strategies associated with the yearlong residency that have been in place since Fall 2018, as noted in the SSR [p. 26]: "While the original module continues to be used today, we are currently (S24) working to modernize the training, update all associated materials, & incorporate all specializations as the YRL will include secondary TC beginning F24. To document completion by all TC & CE, the new module will also include quizzing to further provide associated quantitative data, neither of which was available with the previous module. Our P-12 Ambassadors will continue to be engaged in the development of that module.] The new module will be required of all CE - both school- & EPP-based - working with TC within the EPP at SU; it will include not only co-teaching strategies essential to the residency program but also best practices related to practicum/clinical experiences (e.g., setting specific goals for the experience, content-related tasks [R1], etc.), a policy/procedures manual for CT/CE [5.3.1], as well as everything outlined below" (e.g., amended STOT and SU TCDA). *Our P-12 Ambassadors along with Alumni volunteers have been asked to review the training materials and module(s) as they are being developed to provide feedback and ensure the Clinical Educators' perspectives are incorporated whenever possible into the development of such materials/resources.* **Amended STOT:** To include school-based Clinical Educators in the reliability-validity measures required by CAEP, they will be asked to complete the short STOT Training required of all EPP-based Clinical Educators (university supervisors) using the Amended STOT as a rating instrument. This training will be incorporated into the new Cooperating Teacher Module currently in development (2024-2025). As noted in SSR (p. 26-27) / [e.g., "However, such information will be incorporated into the revision of the CT module that is forthcoming, ideally before the start of the F24 semester" (p. 27).] *Since the training is provided externally by NDACTE, the development of the resources and materials associated with the training itself are proprietary; however, the Clinical Educators' feedback was solicited and incorporated directly into the development of the Amended STOT tool in 2022-2023.*

			SU TCDA: School-based Clinical Educators will also be asked to review the training tutorial required of all EPP-based Clinical Educators (university supervisors) using the SU TCDA rating instrument [as noted in SSR (p. 26)]. However, the training module that includes the Quizzes associated with collected data associated with documenting Reliability/Validity Measures for CAEP is currently housed within the University's LMS, which requires a university email account for access. The CEPAC is in the process of moving the training outside the LMS both to include all CE (school- and EPP-based) and to ensure continuation of quizzing and data collection capabilities beyond the existing 2025 deadline for such capabilities with the current software developer (Techsmith / Camtasia). **NOTE: Per CAEP, along with EPP Faculty, <u>P-12 Partners</u>, current candidates, and completers/alumni must all be included in the "development of new training materials to ensure that clinical educators are fully prepared for their role and responsibilities." Their involvement in these efforts must be documented and clearly described in all accreditation review efforts moving forward.**
Quality Assurance System	2022 - present	CAEP Guidelines	Although annual data collection & reporting measures always existed, formal documentation of the EPP's QAS had not yet been established prior to Summer 2022. Consequently, the development of a formal QAS during Summer 2022 & its subsequent implementation in F22 were essential to the overall improvement and ongoing effectiveness of the EPP at Shepherd. The formal QAS was developed based on a primary alignment with current state, national, and programmatic standards, with the intention <u>that it be revised as needed based on a continuous cycle of data collection and analysis, informed decision-making, and planning for program improvement.</u> **<u>The first basis for modification of the QAS as a whole will be the review and feedback from the Self-Study and subsequent reviews of CAEP during this accreditation cycle; internal feedback from both EPPC/EPPAC partners has proven positive so far and no modifications or revisions have been suggested or made.</u>** **NOTE: BASED ON QUESTIONS POSED IN THE 'FORMATIVE FEEDBACK REPORT,' THE QAS WAS UPDATED IN JUNE 2024 TO IDENTIFY P-12 PARTNERS / P-12 AMBASSADORS AS MEMBERS WITHIN EPPAC & INVOLVEMENT IN EPP DATA-BASED DECISIONS (Figure 1, p. 3; Appendices).** Additional Continuous Improvement Efforts will continue and additional modifications of the QAS should be anticipated throughout the ongoing accreditation cycle moving forward (as needed).
P-12 Stakeholder Involvement	Ongoing	CAEP Guidelines WVDE Guidelines	**Completers / Alumni –** Continue to solicit feedback and involvement from completers/alumni in EPPAC and Focus Groups, etc. **CT Exit Surveys –** Add additional questions regarding TCDA and CLP initiatives moving forward (after full implementation of both / after completion of pilots) similar to Amended STOT questions that were added for Fall 2024 distribution. **EPPAC** – Reach out to P-12 Partners for feedback on ways to increase participation / attendance / collaboration at EPPAC meetings. **Employer Surveys / R4.2** – Reach out to P-12 Partners for feedback on ways to increase participation / response to surveys. Determine potential other means to address R4.2 via P-12 feedback. **R4.1** – Continue to work with P-12 Partners to brainstorm means and potentially begin data collection/analysis on R4.1 efforts.
Recruitment Plan, Initiatives, & Strategies	2023 - 2027	CAEP Guidelines (R3)	Continue to work with SU Office of Admissions & Recruitment team as outlined in plan to grow the program / recruit potential new candidates and support new students. Continue to work with the Office of Institutional Research (OIR) to monitor data throughout the next cycle. Review information in state meetings (WVDE, TEAC, etc.) as well as EPPAC meetings to make sure we stay current with state-wide and regional needs and trends. Focus on continuing to grow the ExCITEd Event each year. Review Plan and adjust as needed moving forward.

Shepherd University EPP
Curricular Changes 2024-2025
Approved by EPP Council

September 2024
- **MATH:**
  - Add MATH 321 Probability & Statistics as option to current MATH 329 Modeling requirement in 5-Adult degree to reflect current NCTM Standards.
  - Remove MATH 304 from BA 5-Adult and 5-9 Endorsement programs; no longer needed per NCTM standards.
    - No additional courses needed in BA 5-Adult program; meets credit-hour requirements per current WV Policy 5100.
    - Replace with free math elective course for 5-9 Endorsement to meet the 18-hour requirement per current WV Policy 5100.

October 2024
- **EDUC:**
  - Course catalog description updates to EDUC 150 and EDUC 200 as proposed/approved by School of Education.
  - Course catalog description, field hour, and credit hour updates to EDUC 320 as proposed/approved by School of Education.
  - Course title and catalog description update to EDUC 461 as proposed/approved by School of Education.
    - NOTE: None of the changes affect content or curricular sequencing.
- **MAT:**
  - Update to MAT math prerequisites based on updates approved in Sept. EPPC meeting for BA MATH program / NCTM Standards. [NOTE: Impacts less than 25% of program / no program review required.]

November 2024
- **SCIENCE:**
  - Delete CHEM 250 (Course no longer being taught / students should be taking new forensic CHEM sequence / see EPPC Spring 2024 meeting agendas/approvals).
  - Course title and description changes to CHEM 125L, CHEM 325, CHEM 333/333L, CHEM 350, plus BIOL 363:
    - CHEM 333/L involves increased prerequisite options;
    - CHEM 125L now has MATH prerequisites;
    - CHEM 350 has increased prerequisite options / adding course to CORE curriculum.
    - NOTE: None of the changes affect content or curricular sequencing; increased prerequisite options will help teacher education students because they make the courses more accessible; MATH prerequisites set them up for increased success.

January 2025
- **EDUC:**
  - Course catalog description updates to EDUC 370, 358, 364, 375, 443 as proposed/approved by School of Education.
  - Proposed change from HLTH 310 to EDUC 310 – to correspond from move of faculty from RECR to EDUC in Fall 2025.
    - NOTE: None of the changes affect content or curricular sequencing.

February 2025
- **EDUC:**
  - Social Studies Education: Updated electives to include GEOG and PSCI (at 300+ level) to replace specific courses previously required (and no longer offered after academic prioritization).
- **Program and Course Additions:**
  - Alternative Certification / "CertFirst" Program updates since prior approval including EDUC 597 and EDUC 598 course additions as suggested by WVDE for program.
  - Masters in Education in Teaching (MEd.T). – Program approval.

March 2025
- **MAT:**
  - ARED Specialty requirements updates requested to streamline student experience and eliminate redundancies. *[Pending SOE approval in April.]*
  - ARED 4+1 program approval requested based on updates to ARED specialty requirements and streamlining of MAT program. *[Pending SOE approval in April.]*

Shepherd University EPP
Policy Changes 2024-2025
Approved by EPP Council

September 2024

- **MAT Admissions Requirement / Substitution**
    - Proposal to substitute Praxis II Content-Area scores for Miller's Analogy Test for applicants with GPAs between 2.5 – 2.749.
        - *NOTE: Miller's Analogy Test no longer exists.*

October 2024

- **Graduate Grade Replacement Policy [MAT]**
    - Proposal from Graduate Council to parallel Undergraduate Academic Forgiveness Policy
    - DNP Program has rejected for their students / need to review for EPP and implications for our candidates / GPA & policy impacts.

November 2024

- **edTPA Score Update**
    - Proposal to adjust minimum / cut score requirements to reflect those as required by WVDE per current Licensure Testing Directory and then to stay current with whatever the WVDE requires moving forward (e.g., Praxis CORE/CASE and Praxis II).

February 2025:

Per CAEP, we were to define the following (based on our Formative Feedback Report / 2024):

Within the Shepherd University EPP, we empower teacher candidates to develop *content knowledge* with an understanding of:

- **diversity** as the multiple, dynamic, and varied expressions of knowledge that learners construct based on individual and group differences;
- **inclusion** as the means by which knowledge is made accessible and relevant to learners through multiple representations, modalities, experiences, and perspectives; and
- **equity** as the ethical commitment to provide adequate and meaningful opportunities for all learners to master content and skills.

March 2025:

Per the WVDE (Policy 5100 [6.7.a], we were to determine our Mission Statement:

The Shepherd University Educator Preparation Program (EPP) utilizes data-driven instruction to prepare reflective, effective, and socially responsible teachers to meet the diverse needs of P-12 students. Rooted in learning, engagement, integrity, accessibility, service, and community, we cultivate innovative educators who apply research-based strategies, foster inclusive learning environments, and promote success for all students. Through rigorous coursework and immersive field experiences with community partners, we prepare our teacher candidates to be empowered educators who seek continuous improvement and lead in dynamic educational settings.

**NOTE: Copies of all EPPC Meeting Agendas are located on the public-facing
Shepherd University School of Education website:
HERE**

Spring EPPAC Meeting

Memorandum of Understanding Conversation

2025

WVDE Updates

- **<u>Educators Rising:</u>** students benefit from ongoing support and opportunities throughout their college experience! With many high schools hosting Educators Rising chapters, students can seamlessly transition from secondary to post-secondary education and receive continued guidance as they prepare for a career in the classroom. Educators Rising has partnered with Aspiring Educators to ensure a smooth journey for their members and provide access to valuable resources in both organizations. For more information you can visit https://educatorsrising.org/join-1/ or contact Carrie Clendening at 304-558-3119 or carrie.clendening@k12.wv.us

- **<u>Praxis Bridge Offerings:</u>** FAQs from ETS for students who are eligible to complete a professional learning module so they can meet state licensure requirements without retaking the entire Praxis test.

- **<u>Free Tuition:</u>** For the 2024-2025 academic year, incoming freshman, current students and transfer students who meet the criteria are eligible for the CU FREE program. Learn more: CU Free: Earn Your Degree Tuition Free - Concord University

Partnership Agreements

A key consideration for building a residency partnership between an IHE and a county school system is articulating agreements that clarify each party's responsibilities and foster a shared understanding of the mutual goals and responsibilities aligned to West Virginia Board of Education Policy 5100.

West Virginia DEPARTMENT OF EDUCATION

WVBE Policy 5100 Requires…

Components

- Agreements must delineate roles, responsibilities, and outcomes for each partner.

- Agreements shall be designed to promote clinical experience of sufficient depth, breadth, diversity, coherence, and duration to ensure that pre-service teachers demonstrate their developing effectiveness and positive impact on all students' learning and development.

- Clinical experiences are structured to have multiple performance-based assessments at key points within the approved program to demonstrate candidate's development of the knowledge, skills, and professional dispositions that are associated with a positive impact on the learning and development of all P12 students.

- formalized periodic evaluation of the partnership including evaluation of shared accountability, scheduled planning and ongoing feedback between the EPP, school, and county leadership.

West Virginia DEPARTMENT OF EDUCATION

WVBE Policy 5100 (cont.)

- Responsibilities
- EPPs shall provide a liaison to work with each partnering county board of education and school.
- The county board of education or school shall provide access to appropriate placement sites.
    - access to technology and eligible systems;
    - opportunities related to the instruction of students including duties and memberships to committees, meetings, and responsibilities allowed by privacy laws and county relations;
    - and any feasible effort to conduct onsite meetings and/or instruction of pre-service teachers including, but not limited to, methods courses and co-teaching collaboration that includes a college supervisor.

WVBE Policy 5100 (Cont.)

- The county board of education or school shall include EPP faculty and/or staff in professional learning opportunities that would benefit such faculty and staff to better prepare teachers.

Discussion

- Read the MOU

- Conversations with partners

- Group conversations

- Things you would add to make the specific MOU relative to the partnership

Considerations

- Ensuring if there is a change in county leadership or EPP Leadership the partnership agreement will be reviewed and revised, as necessary.

- Closing of schools or retiring mentor teacher may alter placement of teacher candidates and the MOU may need revised.

- Determining the schedule for MOU review. Perhaps every year at the Spring EPPAC? Maybe the fall, after changes in systems occur?

Questions

Contact

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West Virginia DEPARTMENT OF EDUCATION

Considerations for Crafting a Memorandum of Understanding (MOU)

Ensuring Alignment with Institutional, State, and County Policies

When crafting a Memorandum of Understanding (MOU) between Educator Preparation Providers (EPPs) and County Boards of Education, it is essential to view the document as a collaborative road map. The MOU should outline clear expectations, roles, and shared goals to foster a strong partnership centered on preparing high-quality teacher candidates. By establishing mutual accountability and a framework for ongoing communication, the agreement ensures that both parties work together to continuously refine and enhance the preparation of future educators. A robust MOU also creates opportunities for data-driven decision-making, joint professional development, and structured feedback, all of which contribute to the continuous improvement of the partnership and the overall quality of teacher candidates. Ultimately, the MOU serves as a foundation for a dynamic, evolving relationship that prioritizes the needs of schools, residents, and the communities they serve.

Considerations for Defining Roles and Responsibilities for EPPs and County School Systems based on WVBE Policy 5100

1. **The [EPP] will coordinate and provide oversight for pre-service teacher placement, performance-based assessments, and supervision.**
   Questions for the EPP to consider:
   - What does this look like?
   - Who is the point of contact?
   - What are the standards you will be using to evaluate performance?
   - What are the EPP expectations?
   - How will the EPP inform the candidates? Mentors? County partner?
   - Who will be responsible for determining coordination and oversight for pre-service teacher placement? Performance-based assessments? And supervision?

2. **The [County Board of Education/School(s)] will support the placement of pre-service teachers and provide access to appropriate learning environments.**
   Questions for the County Board of Education and Schools to consider:
   - What does an appropriate learning environment look like?
   - Does the appropriate learning environment align with what the EPP considers and appropriate learning environment?
   - How will learning environments be evaluated?
   - Who will be responsible for determining the appropriate learning environment?

3. **Clinical experiences will include placements at multiple grade levels and subject areas, as outlined in the approved program, and will span a duration sufficient to ensure that candidates demonstrate their developing effectiveness.**
   - What is the duration and who is responsible for determining the candidate's demonstration of developing effectiveness?
   - What performance tasks are expected at each stage? Who is responsible for developing the performance tasks?
   - Who will be responsible for administering and evaluating candidates' performance?

4. The [EPP] and [County Board of Education/School(s)] will collaborate on joint professional learning opportunities designed to improve the preparation of pre-service teachers and strengthen instructional practices.
- Who are the points of contact?
- How will a schedule of events be coordinated?
- How will the EPP contribute to professional learning?
- How will the county contribute to professional learning?
- Where will the joint learning sessions be conducted?
- How will each entity ensure attendance and participation?

5. The partnership will be evaluated periodically to assess shared accountability.
- When will the partnership meet to discuss progress and continuous improvement plans?
- Who will be responsible for arranging the meetings?
- What will this look like?
- Who will attend these meetings?
- How will the decisions/determinations of the meeting be shared with stakeholders?

6. Scheduled planning meetings and feedback sessions will be held between the [EPP], school(s), and county leadership to ensure continuous improvement of the partnership.
- When will the planning meetings occur?
- Who will attend the planning meetings?
- Who will be responsible for organizing the meetings?
- How will the information be shared with those not in attendance?

Considerations for how the responsibilities will be divided among the participants

1. The [EPP] will provide a liaison to coordinate with the partnering county board of education and school(s).
- Who is this individual?
- What is their role at the EPP?
- What is their full name and contact information?
- What does their scheduled contact and interaction with the county partner, schools, candidates look like?

2. The [EPP] will outline and offer services and assistance to support the partnership, including supervision of pre-service teachers, guidance on performance-based assessments, and professional development initiatives.
- What are the training details for the candidate at each level of field experience?
- What are the evaluation tools or assignment descriptions for the candidate at each level of field experience?
- What supports are in place for candidates who are unable to successfully complete each level of field experience?
- What training does the EPP offer to support candidates and/or mentors when there are questions or concerns about completion of field experiences?
- The county board of education or school(s) will provide:
    - » Access to appropriate placement sites for pre-service teachers.
        - – What are the expectations of the candidate while at their placement?
        - – What is the process for selection of candidate/mentor?
        - – What are the county expectations for candidates/employees?
            - ◊ Dress code
            - ◊ Social media
            - ◊ Interaction with students

        »   b. Access to technology and eligible systems necessary for effective teaching and learning.
-      –   Outline technology use within the placement setting
-      –   How does the candidate obtain access to technology within the placement to develop lessons, etc.
-      –   At what level will the candidate have access to local technology?

- Opportunities for pre-service teachers to engage in professional activities such as student instruction, committee memberships, and meetings, as permitted by privacy laws and county regulations.
  - » Specify what activities/events the candidate will be expected to attend/participate in during the placement.
  - » Specify what activities/events the candidate will not have access to during the placement.
  - » What meetings will the candidate be expected to attend during the placement?
  - » What interactions will the candidates have with parents/guardians, and other stakeholders at the placement.
  - » What are the expectations for dress, behavior/conduct and involvement during activities, events, meetings, etc.

- Feasible support for onsite meetings and/or instruction of pre-service teachers, including methods courses and co-teaching collaborations with a college supervisor.
  - » How will the county provide support to the EPP supervisor to conduct observations during the placement?
  - » What technology will the EPP supervisor have access to during supervisory visits?
  - » Will the mentor teacher have time to debrief the EPP supervisor and the candidate?

- The county board of education or school(s) will include [EPP] faculty and staff in professional learning opportunities that enhance their ability to prepare future teachers.
  - » What professional learning opportunities will be appropriate to share with EPP partners?
  - » How will the county board share the professional learning plan with the EPP to ascertain where the EPP can assist in delivery of certain aspects of the learning plan.

3. Considerations regarding duration and/or termination of agreement:

This MOU will remain in effect for [time frame] with an option for renewal upon mutual agreement. Either party may terminate the agreement with [number] days' written notice, if termination does not disrupt the completion of clinical experiences for currently placed pre-service teachers.

- How will the partnership determine the length of the MOU?

- How often will the partnership meet to discuss renewal/revision of the MOU?

- Who will be involved in the renewal/revision meetings?

- Who will have access to the MOU? Will it be shared with all parties involved? (i.e., county personnel involved in placement, EPP personnel involved in supervision, candidates, etc.)

Memorandum of Understanding
between [Educational Preparation Provider (EPP)] and [County Board of Education and Participating School(s)]

Purpose

This Memorandum of Understanding (MOU) outlines the roles, responsibilities, and expectations of the partnership between [Educational Preparation Provider (EPP)] and [County Board of Education and Participating School(s)] to ensure high-quality clinical experiences for pre-service teachers that lead to their professional development and positive impacts on pre-k-12 student learning and development.

This document serves as the formal written agreement between [EPP] and [County Board of Education/School(s)] and shall be filed with the West Virginia Department of Education (WVDE).

Defined Roles and Responsibilities

1. The [EPP] will coordinate and provide oversight for pre-service teacher placement, performance-based assessments, and supervision.

2. The [County Board of Education/School(s)] will support the placement of pre-service teachers and provide access to appropriate learning environments.

3. Clinical experiences will include placements at multiple grade levels and subject areas, as outlined in the approved program, and will span a duration sufficient to ensure that candidates demonstrate their developing effectiveness.

4. The [EPP] and [County Board of Education/School(s)] will collaborate on joint professional learning opportunities designed to improve the preparation of pre-service teachers and strengthen instructional practices.

5. The partnership will be evaluated periodically to assess shared accountability.

6. Scheduled planning meetings and feedback sessions will be held between the [EPP], school(s), and county leadership to ensure continuous improvement of the partnership.

Responsibilities

Educational Preparation Provider (EPP)

- The [EPP] will provide a liaison to coordinate with the partnering county board of education and school(s).
- The [EPP] will outline and offer services and assistance to support the partnership, including supervision of pre-service teachers, guidance on performance-based assessments, and professional development initiatives.

County Board of Education and School(s)

- The county board of education or school(s) will provide:
  » Access to appropriate placement sites for pre-service teachers.
  » Access to technology and eligible systems necessary for effective teaching and learning.
  » Opportunities for pre-service teachers to engage in professional activities such as student instruction, committee memberships, and meetings, as permitted by privacy laws and county regulations.

- » Feasible support for onsite meetings and/or instruction of pre-service teachers, including methods courses and co-teaching collaborations with a college supervisor.
- » The county board of education or school(s) will include [EPP] faculty and staff in professional learning opportunities that enhance their ability to prepare future teachers.

Duration and Termination

This MOU will remain in effect for [duration, e.g., three years], with an option for renewal upon mutual agreement. Either party may terminate the agreement with [number] days' written notice, if termination does not disrupt the completion of clinical experiences for currently placed pre-service teachers.

Signatures

_____

Dean of Educational Preparation Programs, [EPP]   Date

_____

Director of Education Preparation Programs, [EPP]   Date

_____

Superintendent, [County Board of Education]   Date

_____

Placement Coordinator, [County Board of Education]   Date