



October 29, 2025- 4:00 pm - Minutes

Present:

Terresa Kepner, Karen James, Ian Duckstein, Wendy Dillow, Tracy Nichols. Traci Gregory, Jillian O'Connell, Chad Spencer, Jenny Brooks, Josh Rider, Jason Allen, BB Mitchell, S. Neddons, Jeri Swogger, Denis Berenschot, Jennifer Buckley, Julia Tracy, David Modler, LeAnn Johnson, Angela Singer, Tauna Cole, Rick Bolling, Jennifer Buckley, Kaiti Hillman, April Vierra

SOE/EPP Celebrations/Events/Announcements

- Literacy Leaders Conference – March 28, 2026 @ Shepherd University. The Call for Proposals was sent with today's agenda. Registration information will be coming soon.
- Data Report – EPP-Wide Assessments. Shepherd EPP candidates continue to perform at or above proficiency levels on all EPP-wide assessments.
- The results from the Spring 2025 Deep-Dive Data Retreat were discussed. The School of Education is piloting a Common Lesson Plan template along with rubric initiatives. EPPC ad hoc committee will explore options to replace STOT. P-12 partners can contact Ms. Kepner for participation opportunities.

Information from WVDE: Dr. Traci Gregory

Dr. Gregory gave updates from WVDE. Her division has a new name – The Division of Instruction and Career Engagement. Her office is now the Office of Educator Development. Dr. Gregory listed the names of her office staff along with their roles. She talked to the county representatives about the MOU addendum. She also spoke about the WVDE scaffolded support plan for the 7-year accreditation cycle. Finally, Dr. Gregory talked about how the p-12 partners and the IHE can work together to have beneficial relationships.

SU EPP Advisory Council Meeting

- Feedback from P-12 Partners and Completers is needed. Part One has already been completed. pp. 4-7
 - Part Two – Review responses for commonalities / potential “Areas of Improvement.”
 - Part Three – Please respond to the “Priority Form” provided via email following today's meeting.

Stakeholder Celebrations/Upcoming Events

- P-12 partners and attending completers talked about some accomplishments and announcements about upcoming events.

SU EPP Program Updates

- **Special Education Endorsement**
 - Dr. Mitchell reported that the endorsement was approved by SOE, EPPC, and Grad Council.
 - The endorsement would be available to ALL education degree programs beginning Fall 2026 (BA and Grad).
 - Ms. Kepner called for a vote. All members present voted unanimously to approve and send to BOG in December.p. 3
- **CERTFirst and Master of Education in Teaching (MET) Programs**
 - Dr. Johnson talked about CERTFirst – a program leading to licensure.
 - She also talked about the MET program, which does not lead to licensure.
- **Co-Teaching Training**
 - Ms. Kepner talked about co-teaching training. All SOE/EPP faculty, student teaching and residency candidates, and P-12 mentors have successfully completed the training since its implementation in Fall 2024.

▪ Yearlong Residency – Status Update

- Ms. Kepner said a total of 58 candidates have successfully completed the yearlong residency as of Spring 2025 (ELED, SSED, ARED). Currently, 10 ELED candidates finishing Res 2, with 19 in their Residency 1 semester, and 11 on track for the spring.
- All entering freshmen (as of Fall 2024) are on the Residency Track; as of Fall 2027, all undergraduate candidates will experience a yearlong residency. More secondary candidates expected to pilot soon.
- All SOE/EPP candidates realizing increasingly higher summative in-classroom observational (STOT / TCDA) and final edTPA performance evaluations each semester.
- *Ms. Kepner took a live poll regarding one placement vs. two placements for Residency. The results were: 1 placement = 12% / 2 placements = 29% / Either 1 or 2 - as long as it is decided early and communication is good = 59%.*

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 (e.g. addition or deletion of courses, significant changes in course content or clinical experiences) must be submitted to the EPPAC for review.

The meeting was adjourned at 4:55 pm.

Respectfully submitted,

Karen S. James

Yearlong Residency Options / Preference



Candidate spends both semesters in same classroom with same mentor teacher (even if...



Candidate switches to a new classroom placement at mid-point, essentially experiencin...

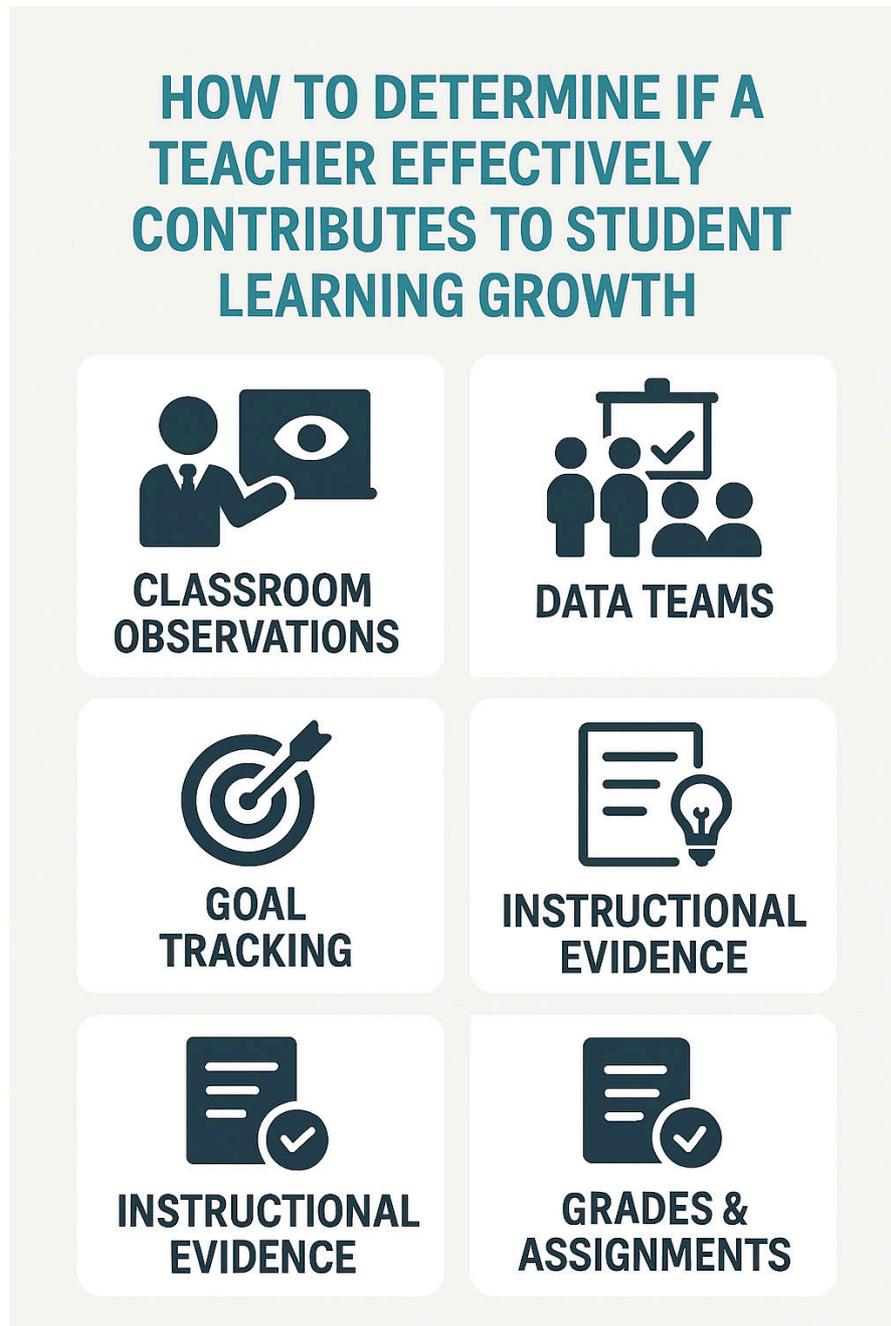


Either option works as long as a decision is made in advance and we know what we're doing.



Determining Teacher Effectiveness in Student Learning Growth

This infographic outlines the key indicators used to evaluate how effectively teachers contribute to student learning.



Effectiveness is measured through observations, collaborative data processes, student achievement and growth.

HOW TEACHERS MEASURE STUDENT LEARNING GROWTH



**ASSESSMENT
DATA**



**DIAGNOSTIC
ASSESSMENTS**



**STANDARDIZED
TESTING**



**BENCHMARK
ASSESSMENTS**



GOAL SETTING



**CLASSROOM
ASSIGNMENTS
& FINAL EXAMS**

P-12 Measures of Teacher Professional Competencies

PROFESSIONAL KNOWLEDGE	PROFESSIONAL SKILLS	PROFESSIONAL DISPOSITIONS
<p>HOW</p> <p> OBSERVATIONS</p> <p> EVALUATIONS</p> <p> WALKTHROUGHS</p> <p>WHEN</p> <p> 2-4 TIMES PER YEAR</p> <p> MEETINGS, GOAL SETTING</p>	<p>WEN</p> <p> 2-4 TIMES PER YEAR</p> <p> OBSERVATION PROCESS</p> <p> MEETINGS, GOAL SETTING</p> <p>WHEN</p> <p> ONGOING</p>	<p>WHEN</p> <p> ONGOING</p> <p> SELF-PRESENTATION</p> <p> RUBRICS</p> <p>PROFESSIONAL ASSESSMENT SCHEDULE</p> <p>INCLUSIVE OF ACT 13 EDUCATOR EFFECTIVENESS</p>

SU Fall 2025 EPPAC Meeting Chat Transcript

00:25:14 Tracy Nichols: Do you have last year's data? Is it similar for 24-25?

00:28:49 LeAnn Johnson: Thanks Traci. We appreciate all the state does to support our EPP.

00:29:03 Traci Gregory, WVDE: Reacted to "Thanks Traci. We ap..." with ❤️

00:36:00 **Chad: Familiarize them with testing platforms.**

00:36:07 **Chad: Cambium, College Board**

00:36:49 **Chad: Make sure they are part of textbook adoption if that is occurring during their time at a P-12 school.**

00:37:12 **Jenny Brooks: Writing Performance-Based Objectives Aligned to State Standards**

00:37:29 **Jeri Swogger, Frederick: Or attend training sessions for different programs or products when offered in a division.**

00:38:14 Traci Gregory, WVDE: Reacted to "Or attend training s..." with 👍

00:38:18 Traci Gregory, WVDE: Reacted to "Writing Performance-..." with ❤️

00:38:53 **Chad: Example: BCS will be getting materials next year to review for English adoption the following year.**

00:52:26 Jason Allen: Can you put link in chat

00:52:34 Teresa Kepner: [PollEv.com/terresakepner171](https://pollEv.com/terresakepner171)

00:53:14 Teresa Kepner: <https://pollev.com/terresakepner171>

00:53:49 Jeri Swogger, Frederick: I apologize--I am going to have to jump of to get to a school for a presentation. Thank you!

00:53:58 Teresa Kepner: Reacted to "I apologize--I am go..." with 👍

00:54:01 Teresa Kepner: Thank you!

00:55:54 David Modler: I have to leave to go teach a class.

00:55:58 Teresa Kepner: Reacted to "I have to leave to g..." with 👍

00:58:02 Chad: When does a education major first go into a classroom?

00:58:53 Chad: With the same teacher?

00:59:18 Traci Gregory, WVDE: Great meeting team! My battery is dying and my charger isn't working. Email us if anything else comes up!

01:00:04 LeAnn Johnson: Thanks for planning a great meeting Teresa!

01:00:23 Jenny Brooks: Thank you! Have a nice evening 😊



SHEPHERD
UNIVERSITY

SCHOOL OF EDUCATION

**Educator Preparation Program
Advisory Council
[EPPAC]**

***Fall Semester
October 29, 2025***

Materials Package for EPPAC Partners



October 29, 2025

Welcome

SOE/EPP Celebrations/Events/Announcements

- Literacy Leaders Conference – March 28, 2026 @ Shepherd University – Save the date!
 - Call for Proposals sent via email with agenda – please share with faculty.
 - Registration information coming soon!
- Data Report – EPP-Wide Assessments
 - Shepherd EPP Candidates continue to perform at or above proficiency levels on all EPP-wide assessments, with improved performance each year. (See Data Report sent via email.)
 - “Deep-Dive Data Retreat” – Spring 2025 – Conclusions = Data indicated no immediate improvements other than those in process. [[Spring 2026 Data Retreat – Date TBD](#)]
 - School of Education is piloting Common Lesson Plan template and rubric initiatives.
 - To be shared EPP-wide and with P-12 Partners (Spring/Fall 2026) for feedback.
 - EPPC *ad hoc* committee to explore potential options for replacing STOT (Spring/Fall 2026).
 - P-12 Partners – please contact Ms. Kepner for participation opportunities.

Information from WVDE: Dr. Traci Gregory [See attached.]

SU EPP Advisory Council Meeting – CAEP Standard [Component R4.1](#)

- P-12 Partners and Completers – Your feedback and input are ESSENTIAL!
 - Virtual “Focus Group” Activity (R4.1) – Part One (Completed in advance of today’s meeting – Thank you!)
 - **Part Two [LIVE] – Review responses for commonalities / potential “Areas of Improvement.”**
 - Part Three – Please respond to the “Priority Form” (via MS Forms/Survey) provided via email following today’s meeting (before mid-November).

Stakeholder Celebrations/Upcoming Events

- P-12 Stakeholder Spotlight and Announcements
- Completer Spotlight

SU EPP Program Updates – See Shepherd [SOE Website](#) for current updates.

- Special Education Endorsement – Dr. Mitchell
 - Approved via SOE and EPPC / BOG Approval Pending
 - Available as add-on to ALL undergraduate degree programs beginning Fall 2026.
- CERTFirst and Master of Education in Teaching (MET) Programs – Dr. Johnson
 - CERTFirst – Licensure program / without degree
 - MET – Degree program / without licensure
- Co-Teaching Training – Ms. Kepner
 - All SOE/EPP faculty (FT/Adjunct), ST and RES candidates, and P-12 mentors have successfully completed the training since its implementation in Fall 2024 (**270 total**). [Thank you!]
- Yearlong Residency – Status Update – Ms. Kepner
 - Total of 58 candidates have successfully completed the yearlong residency as of Spring 2025 (ELED, SSED, ARED). Currently, 10 ELED candidates finishing Res 2, with 19 in their Residency 1 semester, and 11 on track for the spring.
 - All entering freshmen (as of Fall 2024) are on the Residency Track; as of Fall 2027, all undergraduate candidates will experience a yearlong residency. More secondary candidates expected to pilot soon. [MAT continue on ST.]
 - All SOE/EPP candidates realizing increasingly higher summative in-classroom observational (STOT / TCDA) and final edTPA performance evaluations each semester. [See Data Report and/or [SOE CAEP website for details.](#)]
 - **P-12 FEEDBACK NEEDED – One placement versus two across the experience (one per semester) – LIVE POLL**

Combine the two = best option!

P-12 Stakeholder Reports/Feedback/Comments/Questions

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- Clinical and field experiences; and
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11th Annual Literacy Leaders Conference

*Collaborate, Communicate, Educate:
Developing Literacy for Life*

Saturday, March 28, 2026

Shepherd University, Erma Ora Byrd Hall, Shepherdstown, WV

Keynote Speaker: Bryan Hott

*2024-2025 Berkeley County, WV Teacher of the Year
2025 West Virginia Teacher of the Year Finalist*

**Call for Proposals
OPEN NOW**

<https://forms.office.com/r/j9SXvatWaC>



Conference Co-Sponsored by the Following:





West Virginia DEPARTMENT OF
EDUCATION

Fall 2025 EPPAC

Shepherd University

2025

Different Division, Different Name, Same Work...

Division of Instruction & Career Engagement, Office of Educator Development

- *Dr. Traci Gregory - Director*
- *Teresa Bailey – Higher Education Liaison*
- *Electa Crowder – WV Grow Your Own and WV GYO Registered Apprenticeship; ECCAT and Paraprofessional Pathways*
- *Brooke Green – Teacher recognition and supports*
- *Donna Landin – Canvas*
- *Robert Mellace – Military Partnerships and Alternate Certification*

Residency MOUs

Agreement Addendum

WVBE Policy 8200 §12.4

If using an agreement provided by the vendor, care must be exercised to ensure that the agreement does not contain contractual requirements that are in violation of state statutes, such as any clause that requires a prepayment, the imposition of a penalty or termination charge should the LEA cancel the agreement, or the requirement that the LEA indemnify or hold harmless the vendor. A sample of an agreement addendum is included in Appendix C that can be attached to any agreement to modify common requirements that are not acceptable.

Rotation Schedules Released, Soon!

Every EPP is on a 7-year rotation cycle aligned to accreditation review.

Directors and Deans will receive an email with the aligned rotation cycle.

Internal Review of Necessary Program Changes	EPPRB Refile	Implement and Collect Data	SPA or WVCAPA Submission	Analyze Feedback and Plan for SSR or QAR	Write SSR or QAR	CAEP or AAQEP Visit
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7

Clinical Partnerships and Practice

Key Focus:

- Establish strong, mutually beneficial partnerships with P–12 schools.
- Ensure high-quality clinical experiences that prepare candidates to positively impact student learning.

Expectations:

- Partnerships are **collaborative, sustained, and mutually accountable**.
- Clinical experiences are **co-designed** to provide candidates with authentic, diverse, and rigorous practice opportunities.
- Programs and schools **share responsibility** for candidate development and P–12 student outcomes.

Connection to Continuous Improvement:

- Data from clinical practice informs program refinement.
- Partnerships support evidence-based decisions and ongoing adjustments.
- Strengthens alignment between preparation and workforce needs.

Quality of Candidates

How is the EPP working with the established partnerships to ensure candidates have authentic, diverse, and rigorous opportunities during their clinical experiences?

Are the assessments being used aligned with expectations of both the EPP and the P-12 partner?

Are the assessments given at appropriate times during the clinical experience journey?

How are these data being documented?

What steps is the EPP taking with the P-12 Partnership to ensure candidate development and P-12 student outcomes?

Are you staying connected with candidates after employment?

Do you have data sharing agreements with P-12 partners to use unidentifiable student data to ensure program effectiveness?

How is the EPP ensuring workforce needs are met?

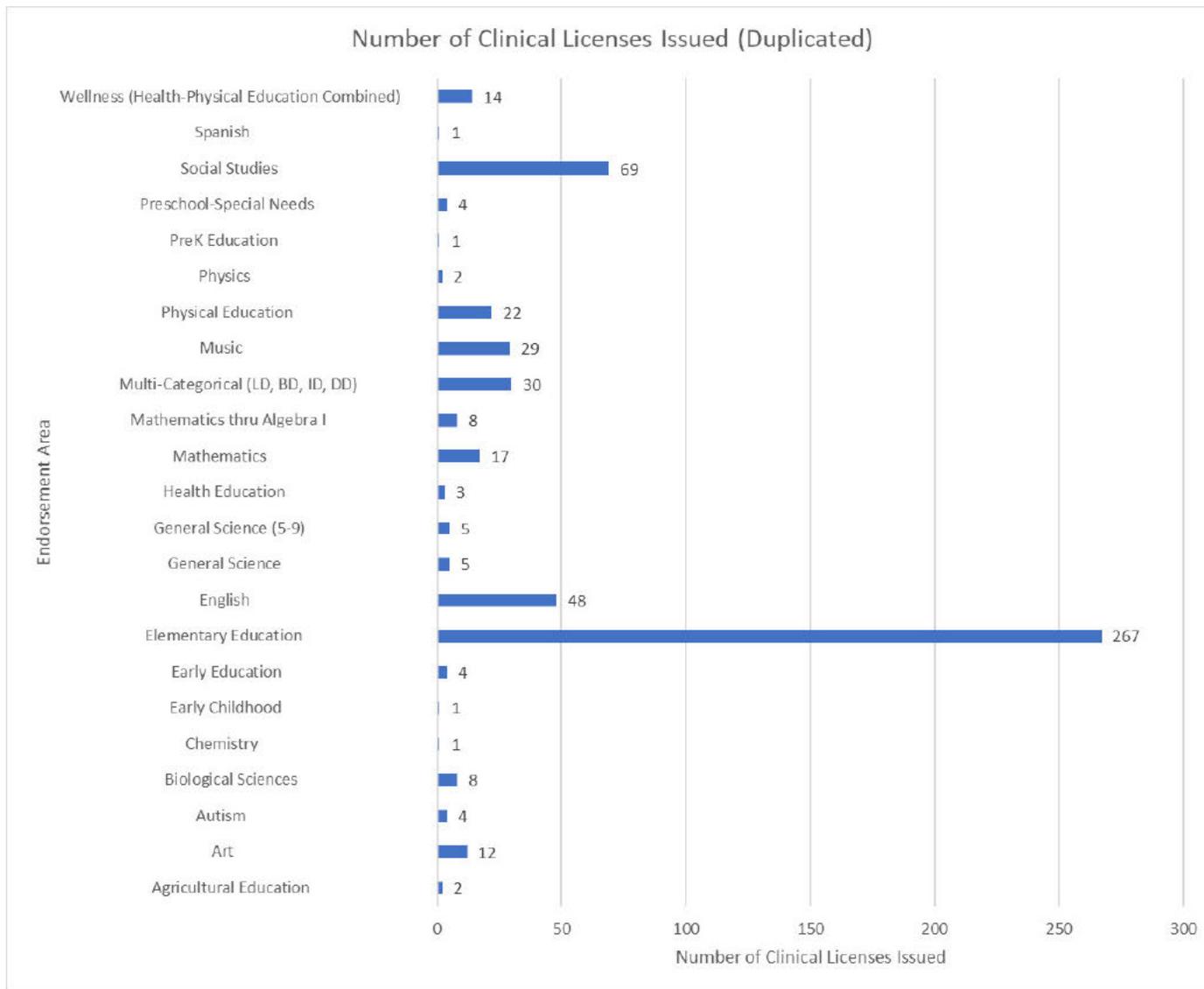
2023-2024 Clinical Licenses Issued

What do you notice?

What questions do you have?

What are the needs partner counties?

- How are you collecting those data?
- How are you documenting?
- How are you addressing the need?
- Are you recruiting for high need areas?



Questions

- Teresa Bailey
- teresa.bailey@k12.wv.us
- 304.558.3119



Fall 2025 SU EPPAC Standard R4.1 Focus Group Survey Directions

BEFORE THE MEETING [HOMEWORK]

Please respond by 10/26/2025

On the Padlet wall, you'll find a survey **tailored to your specific role (see below)** asking you to answer questions related to CAEP Standard Component R4.1, entitled "Completer Effectiveness," which states:

The provider demonstrates that program completers:

- effectively contribute to P-12 student-learning growth AND
- apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.

By answering the questions on your respective survey (see below), you'll allow us to gather information regarding:

- How and when student learning growth is measured in your classroom(s) / school(s) / district;
- How and when teacher performance is evaluated in your classroom(s) / school(s) / district;
- What tool(s) and/or instrument(s) are used to document such measures;
- To what degree our EPPAC partners perceive the efficacy of the contributions of completers from the EPP at Shepherd University on P-12 learners' growth; and
- To what degree our EPPAC partners perceive the ability of completers from the EPP at Shepherd University to apply their professional knowledge, skills, and dispositions in P-12 classrooms.

P12 EMPLOYER (DISTRICT ADMIN) PADLET SURVEY:

https://padlet.com/tkepner2/SU_EPPAC_F25_R41_Employer_Feedback



EMPLOYER

SU EPP ALUMNI PADLET SURVEY:

https://padlet.com/tkepner2/SU_EPPAC_F25_R41_Alumni_Feedback



ALUMNI

P12 TEACHER (NON-SHEPHERD ALUMNI) PADLET SURVEY:

https://padlet.com/tkepner2/SU_EPPAC_F25_R41_P12_Feedback



**TEACHER
(NOT ALUMNI)**

[EPPAC Fall 2025 Padlet Survey Video Guidance](#) [Click Title to Open Video]

Watch the brief "guidance video" above to see how:

1. To identify your name / district in the Padlet (e.g., First Last BCS).
2. To add your responses to the survey questions.
3. To attach file(s) to the survey, as applicable (e.g., documents and/or audio or video responses).*
4. Your responses will appear on the Padlet.

**NOTE: You may add either documents and/or video or audio responses to supplement your multiple choice and/or written text responses to the survey in the "Attachment" area of the Padlet. Doing so is not required but will add value to your response and the data we collect. Nothing you submit will be used for any reason other than the purposes of data collection and analysis for the ongoing accreditation with both CAEP and the WVDE for the EPP at Shepherd University.*

DURING THE MEETING [CLASS WORK]

We'll take a look at the results of the surveys as they apply to the completers recently and/or currently employed within the SU EPPAC Partner Schools to identify any potential "Areas of Improvement" that might arise from the collective responses. We'll also discuss the viability of any solutions brought forth at this time. (The meeting will be recorded for reference.)

AFTER THE MEETING [HOMEWORK]

If we identify multiple Areas for Improvement, you'll be asked to reflect upon all the information provided and collected throughout this process: (1) the activities your employees/our graduates are asked to complete as well as their skill levels once they're in their own classrooms, (2) areas for improvement (AFIs), (3) possible solutions, and (4) feedback on solution viability. I'll send everyone copies of the final Padlet survey responses as they apply to the AFIs, as well as a copy of the recording of the EPPAC meeting from 10/29/2025. Once you've reviewed all the information, please use the Priority Form provided via email at the conclusion of the EPPAC meeting to indicate the priority in which any Area(s) for Improvement we've identified should be addressed by the School of Education and EPP at Shepherd University.

SU EPPAC F25 R4.1 Padlet Survey Questions:

Focus Group 1: P12 Employer

Q1-8: 5 – Strongly Agree / 3 – Neutral / 1 – Strongly Disagree **[Required]**

- Q1: Completers from Shepherd's EPP employed in our school(s)/district effectively contribute(s) to P-12 student learning growth.
- Q2: Completers from Shepherd's EPP employed in our school(s)/district use assessment data to inform instruction and improve student outcomes.
- Q3: Completers from Shepherd's EPP employed in our school(s)/district demonstrate strong content knowledge and pedagogical skills.
- Q4: Completers from Shepherd's EPP employed in our school(s)/district apply professional dispositions such as empathy, integrity, and collaboration.
- Q5: Completers from Shepherd's EPP employed in our school(s)/district create inclusive and equitable learning environments.
- Q6: Completers from Shepherd's EPP employed in our school(s)/district engage in continuous professional development and reflective practice.
- Q7: Completers from Shepherd's EPP employed in our school(s)/district communicate effectively with students, families, and colleagues.
- Q8: Completers from Shepherd's EPP employed in our school(s)/district demonstrate ethical decision making in classroom scenarios.

Q9-13: Text Responses [Required]

- Q9: How do your teachers measure student learning growth?
- Q10: How do you determine whether a teacher effectively contributes to student learning growth?
- Q11: How and when do you measure a teacher's demonstration of professional knowledge?

- Q12: How and when do you measure a teacher's demonstration of professional skills?
Q13: How and when do you measure a teacher's demonstration of professional dispositions?
Q14 Attachment [Optional]*
Q14: If possible, please upload a copy of and/or describe the tool(s) used to evaluate teachers and/or students after finalizing this survey in the "attachments" area of the Padlet. Thanks!

Focus Group 2: Alumni

- Q1: When did you graduate from the EPP at Shepherd University? [Month / Year] **[Required]**
Q2: Are you currently teaching within the same content area and/or grade level for which you received training at Shepherd? [Yes / No] **[Required]**

Q3-12: 5 – Strongly Agree / 3 – Neutral / 1 – Strongly Disagree [Required]

- Q3: I use assessment data to inform and adjust my instruction.
Q4: I differentiate instruction to meet the diverse needs of my students.
Q5: I apply my content knowledge effectively in classroom instruction.
Q6: I demonstrate professional dispositions such as empathy, integrity, and collaboration.
Q7: I contribute to measurable student-learning growth.
Q8: I reflect on my teaching practices to improve student outcomes.
Q9: I create an inclusive and equitable learning environment.
Q10: I collaborate with colleagues to enhance instructional practices.
Q11: I align my lesson plans with curriculum standards and learning goals.
Q12: I engage in continuous professional development to improve my teaching.

Q13-17: Text Responses [Required]

- Q13: Describe a specific example of how you contribute to student-learning growth.
Q14: How do you apply professional knowledge and skills in your classroom?
Q15: What professional dispositions do you model for your students?
Q16: How and when do you measure student learning growth?
Q17: How and when are you evaluated by school and/or district administrators?

Q18 Attachment [Optional]*

- Q18: If possible, please upload a copy of and/or describe the tool(s) used either to evaluate teachers and/or examples of documenting student learning growth after finalizing this survey in the "Attachments" area of the Padlet. Thanks!

Focus Group 3: P-12 Teachers (Not SU Alumni)

Q1-10: 5 – Strongly Agree / 3 – Neutral / 1 – Strongly Disagree [Required]

- Q1: I use assessment data to inform and adjust my instruction.
Q2: I differentiate instruction to meet the diverse needs of my students.
Q3: I apply my content knowledge effectively in classroom instruction.
Q4: I demonstrate professional dispositions such as empathy, integrity, and collaboration.
Q5: I contribute to measurable student-learning growth.
Q6: I reflect on my teaching practices to improve student outcomes.
Q7: I create an inclusive and equitable learning environment.
Q8: I collaborate with colleagues to enhance instructional practices.
Q9: I align my lesson plans with curriculum standards and learning goals.

Q10: I engage in continuous professional development to improve my teaching.

Q11-15: Text Responses [Required]

Q11: Describe a specific example of how you contribute to student-learning growth.

Q12: How do you apply professional knowledge and skills in your classroom?

Q13: What professional dispositions do you model for your students?

Q14: How and when do you measure student learning growth?

Q15: How and when are you evaluated by school and/or district administrators?

Q16 Attachment [Optional]*

Q16: If possible, please upload a copy of and/or describe the tool(s) used either to evaluate teachers and/or examples of documenting student learning growth after finalizing this survey in the "Attachments" area of the Padlet. Thanks!

Special Education Endorsement – Proposal

Course ID	Course Title	15 Credits Total		Proposal		
EDUC 360/560	Survey of Exceptional Children (Intro to Special Education)	3 credits	*	F/S/Su	OLA	Full Semester
EDUC 400/527	Inclusion in the Classroom	3 credits	**	F/S/Su	OLA	Full Semester
EDUC 365/565	Individualized Education Plans	3 credits	***	F / Su	OLA	½ Semester
EDUC 367/567	Advanced Methods: Learning, Emotional, Behavioral Disabilities	3 credits	***	S / Su	OLA	½ Semester
EDUC 369/569	Advanced Methods: Intellectual Disabilities	3 credits	***	S / Su	OLA	½ Semester

* Currently offered / required for most specializations.

** Currently offered / required for all candidates / co-requisite for Residency I course.

*** Previously offered at graduate level (MACI); proposed with added undergraduate equivalents and updated descriptions and new course IDs.



MASTER OF EDUCATION IN TEACHING

ONLINE, IN-PERSON, or HYBRID | 30 Credit Program | NOT A CERTIFICATION PROGRAM

Strengthen your foundation in pedagogy, special education, and instructional technology.

Designed for individuals who entered the teaching profession through alternative certification pathways, this program enhances your expertise without leading to licensure. Coursework supports growth in educational theory, research, inclusive practices, and technology integration. May be combined with CERT First.

YOUR FUTURE

Potential Careers in This Program

- Curriculum Specialist
- Instructional Coach
- Professional Development Coordinator

IDEAL FOR:

- Teachers with alternative certification
- Career changers with teaching experience
- Educators seeking professional advancement

COURSE TOPICS INCLUDE:

- Educational Psychology
- Classroom Management
- Instructional Design
- Technology in Education
- Special Education Law and Practice

CERT FIRST PATHWAY

Eligible students may complete a WVDOE-approved two-course sequence and submit an edTPA portfolio. Successful completion leads to a recommendation for a first-class West Virginia teaching license.

These courses meet pedagogy requirements in the MET. Licensure is not restricted to concentrations available through the Master of Arts in Teaching.



SHEPHERD
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Graduate and Professional Studies

Shepherd University supports lifelong learning for adults of all ages, abilities, and professional achievements. Whether you are looking to advance your career or explore a topic for your own personal development, Shepherd has the program for you: we offer graduate degree programs, non-degree graduate certificates, continuing education, and lifelong learning programs.



WHY CHOOSE SHEPHERD?

Flexible Learning Options: Online, in-person, and hybrid formats to fit your schedule.

Experienced Faculty: Learn from dedicated professors with real-world experience.

Supportive Community: Join a network of professionals committed to your success.

Affordable Tuition: Competitive rates with financial aid options available.

Find your perfect fit!

Connect with an advisor and find the program that works best for you.

School of Graduate and Professional Studies

304-876-5010 | graduate-studies@shepherd.edu

www.shepherd.edu/graduate-studies

THE
FUTURE
OF **YOU**

www.shepherd.edu



ELEMENTARY EDUCATION

Shepherd's accredited Educator Preparation Program will prepare you to inspire and empower the next generation of learners. Our School of Education aims to shape you into a motivated instructor, equipped with the resources to successfully educate future generations using the most up-to-date classroom technology. Regardless of your chosen specialization, your studies will cover educational theory, teaching methods, and current best practices, and your experiences will include field based learning in today's public-school classrooms, ensuring you're confidently ready to lead a classroom of your own upon graduation.

YOUR FUTURE

Potential Career Fields in This Program

Graduate studies, public and private institutions, Teach for America, Peace Corps, student coordination, teaching abroad, and so much more.

FEATURED COURSES

- EDUC 150 – Seminar in Education
- EDUC 200 – Foundations of American Education
- EDUC 320 – The Social & Psychological Conditions of Learning
- EDUC 333 – Foundations of Literacy
- EDUC 360 – Survey of Exceptional Children
- EDUC 380 – Innovative Technology
- EDUC 400 – Inclusion in the Regular Classroom
- EDUC 364 + EDUC 451 – Yearlong Elementary Residency

HANDS-ON LEARNING

Our program incorporates over 125 hours in the field in all professional education courses to allow prospective teacher candidates to experience teaching early in the program and to select their best career path. The final clinical residency includes at least 750 hours of immersion in the K-6 classroom setting, spread across two semesters (e.g., one full year) for a true real-life experience.



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Office of Admissions
304-876-5212 | admission@shepherd.edu
www.shepherd.edu/admissions

PROGRAM REQUIREMENTS*

For the Elementary Education Comprehensive (B.A.) program, 59 credit hours of Professional Studies core for Elementary Education and 31 credit hours of Specialty Studies for Elementary Education K-6 are required.

*Program requirements are subject to change.

Additional endorsement options for the elementary education comprehensive (K-6) program include**:

- Middle School Math (Grades 5-9)
- Middle School Social Studies (Grades 5-9)
- Special Education / Multi-Categorical (*Coming Soon!*)

**Additional coursework required



WHAT IS CORE CURRICULUM?

Core Curriculum simply refers to the courses and credits that all students are required to complete regardless of their major. We use a liberal arts approach with our Core Curriculum, meaning that you will explore a wide range of fields, from art and literature to chemistry and mathematics.

Through this approach, you will also learn transferable skills — critical problem solving, innovation, teamwork, empathy, and analytical thinking — that will never expire in the workforce.

At Shepherd, your education will support your future aspirations — no matter what you decide to do.

PROGRAM HIGHLIGHTS

- Our emphasis on students with exceptionalities and learning differences as well as instructional technology are important components of education that are discussed and examined throughout our course offerings.
- Our geographical location provides students with options for field and clinical experiences in rural, suburban, and/or urban environments.
- Many classes in the School of Education are offered online or in the evening to work with our students' busy schedules.
- The Educator Preparation Program at Shepherd University offers students the opportunity to explore education in various cultural settings through study abroad options. Our students have partnered with organizations and traveled to settings such as South Africa, the United Kingdom, and Jamaica.

GET INVOLVED

Join Shepherd's chapter of **Kappa Delta Pi**, the international honor society in education inspiring teachers and students through service-learning events with local schools and the community. Events include Professional Development Day, the Literacy Alive pen pal program, film screenings, and the annual Little House Story Book Carnival.

Members can enhance their own professional growth and teaching practices through the organization's various products, services, and events, while establishing a network with the other leaders in the education field.

THE
FUTURE
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SECONDARY EDUCATION

Shepherd's accredited Educator Preparation Program will prepare you to inspire and empower the next generation of learners. Our School of Education aims to shape you into a motivated instructor, equipped with the resources to successfully educate future generations using the most up-to-date classroom technology. Regardless of your chosen specialization, your studies will cover educational theory, teaching methods, and current best practices, and your experiences will include field based learning in today's public-school classrooms, ensuring you're confidently ready to lead a classroom of your own upon graduation.

YOUR FUTURE

Potential Career Fields in This Program

Graduate studies, public and private institutions, Teach for America, Peace Corps, student coordination, teaching abroad, and so much more.

FEATURED COURSES

- EDUC 150 – Seminar in Education
- EDUC 200 – Foundations of American Education
- EDUC 320 – The Social & Psychological Conditions of Learning
- EDUC 370 – Creating Learning Environments
- EDUC 380 – Innovative Technology
- EDUC 400 – Inclusion in the Regular Classroom
- EDUC 443 – Reading in the Content Area
- EDUC 375 + EDUC 4XX – Yearlong Secondary Residency

HANDS-ON LEARNING

Our program incorporates **over 125 hours in the field** in all professional education courses to allow prospective teacher candidates to experience teaching early in the program and to select their best career path. The final clinical residency includes at least **750 hours of immersion in the 5-12 classroom setting**, spread across two semesters (e.g., one full year) for a true real-life experience.



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PROGRAM REQUIREMENTS*

For the Secondary Education Comprehensive (B.A.) program, 35-40 credit hours of Professional Studies core for Secondary Education are required. Specialty Studies requirements vary by chosen program.

*Program requirements are subject to change.

Secondary specialization program options:

Art Education (PK - Adult)	Math Education (5-12)
Biology Education (9-12)	Music Education (PK-Adult)
Chemistry Education (9-12)	Physical Education (PK-12)
English Education (5-12)	Social Studies Education (5-12)
General Science Education (5-12)	Spanish Education (5-12)

Additional endorsements for any secondary education comprehensive program include**:

- Middle School Math (Grades 5-9)
- Middle School Social Studies (Grades 5-9)
- Special Education / Multi-Categorical (Coming Soon!)

**Additional coursework required



WHAT IS CORE CURRICULUM?

Core Curriculum simply refers to the courses and credits that all students are required to complete regardless of their major. We use a liberal arts approach with our Core Curriculum, meaning that you will explore a wide range of fields, from art and literature to chemistry and mathematics.

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PROGRAM HIGHLIGHTS

- Our emphasis on students with exceptionalities and learning differences as well as instructional technology are important components of education that are discussed and examined throughout our course offerings.
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Members can enhance their own professional growth and teaching practices through the organization's various products, services, and events, while establishing a network with the other leaders in the education field.

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**Educator
Preparation Program
Council**

Data Report

Fall 2025

Crosswalk Between the InTASC Categories Standards, STOT Tasks, TCDA Dispositions, edTPA Tasks/Rubrics, WV Professional Teaching Standards, and CAEP 2022 Revised Standards

InTasc Categories & Standards		STOT Criteria	TCDA Disposition(s)	edTPA Task(s)/Rubric(s)	WV PTS	CAEP Standards <i>(Responsibility of EPP)</i>
The Learner and Learning	Standard 1 Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Criterion 1 Criterion 2	Disposition 5 (1k) Disposition 7 (1k)	Task 1 / Rubric 2 Task 1 / Rubric 3 Task 1 / Rubric 4 Task 1 / Rubric 5 Task 3 / Rubric 14	Standard 2a	Standards R1, R3.1, R3.3
	Standard 2 Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Criterion 3 Criterion 4	Disposition 1 Disposition 2 Disposition 6 (2m, 2n, 2o)	Task 1 / Rubric 1 Task 1 / Rubric 2 Task 1 / Rubric 3 Task 1 / Rubric 4 Task 2 / Rubric 6 Task 2 / Rubric 7 Task 3 / Rubric 14	Standards 2a, 2b, 3f	Standards R1, R3.1, R4, R5
	Standard 3 Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Criterion 5 Criterion 6 Criterion 7 Criterion 8 Criterion 9	Disposition 1 Disposition 2 Disposition 5 (3p) Disposition 6 (3o) Disposition 7 (3n, 3q) Disposition 9 (3r)	Task 1 / Rubric 1 Task 2 / Rubric 6 Task 2 / Rubric 7 Task 2 / Rubric 8 Task 2 / Rubric 9	Standards 2b, 2d, 2e, 2f	Standards R1, R3.1
Content Knowledge	Standard 4 Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	Criterion 10 Criterion 11 Criterion 12	Disposition 9 (4q)	Task 1 / Rubric 1 Task 1 / Rubric 2 Task 1 / Rubric 3 Task 1 / Rubric 4 Task 2 / Rubric 7 Task 2 / Rubric 8 Task 2 / Rubric 9 Task 3 / Rubric 14	Standards 1b, 3a	Standards R1, R2.3, R3
	Standard 5 Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Criterion 13 Criterion 14 Criterion 15 Criterion 16	n/a	Task 1 / Rubric 4 Task 2 / Rubric 7 Task 2 / Rubric 8 Task 2 / Rubric 9 Task 3 / Rubric 14	Standards 1d, 2c, 3c, 3d	Standards R1, R3, R4, R5
Instructional Practice	Standard 6 Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Criterion 17 Criterion 18 Criterion 19 Criterion 20	n/a	Task 1 / Rubric 5 Task 3 / Rubric 11 Task 3 / Rubric 12 Task 3 / Rubric 13 Task 3 / Rubric 15	Standards 1e, 3e	Standards R1, R4, R5
	Standard 7 Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Criterion 21 Criterion 22 Criterion 23 Criterion 24	Disposition 5 (7q) Disposition 7 (7o)	Task 1 / Rubric 1 Task 1 / Rubric 2 Task 1 / Rubric 3 Task 3 / Rubric 15	Standards 1c, 3b, 3c, 3d	Standards R1, R2, R3, R4, R5
	Standard 8 Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Criterion 25 Criterion 26 Criterion 27 Criterion 28	Disposition 1 Disposition 2 Disposition 5 (8s)	Task 1 / Rubric 1 Task 1 / Rubric 2 Task 1 / Rubric 4 Task 1 / Rubric 5 Task 2 / Rubric 6 Task 2 / Rubric 7 Task 2 / Rubric 8 Task 2 / Rubric 9 Task 3 / Rubric 15	Standards 1a, 1b, 3d	Standards R1, R2.3, R3, R4, R5
Professional Responsibility	Standard 9 Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Criterion 29 Criterion 30 Criterion 31 Criterion 32	Disposition 3 (9o) Disposition 5 (9l) Disposition 6 (9m) Disposition 8 (9n) Disposition 9 (9m, 9n)	Task 2 / Rubric 10 Task 3 / Rubric 15	Standards 4a, 4c, 5i, 5j	Standards R1, R2, R4, R5
	Standard 10 Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	Criterion 33 Criterion 34	Disposition 3 Disposition 4 (10t) Disposition 6 (10q) Disposition 8 (10r, 10t) Disposition 9 (10r, 10t)	n/a	Standards 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h	Standards R1, R2, R3.3, R4, R5

Links to and/or Copies of All Standards, Tools, and/or Associated Resources Provided via Brightspace (Students), SharePoint (Faculty/Staff) and/or the SOE Website (All) as applicable/appropriate.



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EPPC Data Report

EPP-Wide Assessments

2023 - 2025

**SU EPP
Data Report
F23 - S25
EPP-Wide Assessments**

Fall 2023 Cohort	DEMOGRAPHIC INFORMATION			FINAL CUMULATIVE GPA	Praxis II Test Taken	Highest Score Earned (ELED = Avg x4)	WVDE Required Minimum	Praxis II Passed First Attempt	Praxis II Passed (2nd Attempt)	Praxis II Passed (>2 Attempts)	Did Not Pass Before Completion	edTPA Score	EPP Required Minimum	WVDE Required Minimum	edTPA Passed 1st Attempt	edTPA Passed 2+ Attempt	
Candidate 1				3.57	5081	173	148	X				48	37	36	X		
Candidate 2				3.92	5195	142	163				X	37	32	31	X		
Candidate 3				3.54	7811	176.25	158.25	**	7812			54	44	43	X		
Candidate 4				2.84	5081	150	148	X				41	37	36	X		
Candidate 5				3.92	5165	166	159	X				43	37	36	X		
Candidate 6				3.56	5001	168.75	157	X				57	44	43	X		
Candidate 7				3.94	Combo	168.5	158.5	**	5005	7815		54	44	43	X		
Candidate 8				3.86	5091	154	150	X				39	37	36		X	
Candidate 9				3.73	5113	164	155	X				40	37	36	X		
Candidate 10				3.29	5091	152	150		X			39	37	36		X	
Candidate 11				3.20	5001	165.25	157	**		5003		52	44	43	X		
Candidate 12				3.92	5001	176.25	157	X				55	44	43	X		
Candidate 13				3.62	5091	151	150			X		42	37	36		X	
Candidate 14				3.67	7811	166	156.5	**		7813		46	44	43	X		
Candidate 15				3.62	7811	149	156.5				X	48	44	43	X		
Candidate 16				3.92	5113	183	155	X				47	37	36	X		
Candidate 17				3.00	5001	186.5	165.25	X				48	44	43	X		
Candidate 18				3.87	7811	183.75	156.5	X				53	44	43	X		
Candidate 19				3.56	5038	183	167			X		50	37	36	X		
Candidate 20				3.33	7811	161.5	156.5	7813		X		51	44	43	X		
Candidate 21				3.93	7811	161	156.5		7812	7815		53	44	43	X		
10% F 50% W 10% DM 24% M 5% B/AA 24% MAT				COHORT AVG GPA [F23]			165.75	156.21	14% Did Not Pass Before Completion; Discussion / Monitoring Necessary				47.5		39.4	86% of Candidates Passed on First Attempt	
					Approx. 9.5 points on average above WVDE Minimum						Approx. 8 pts above WVDE Required Minimum						

**SU EPP
Data Report
F23 - S25
EPP-Wide Assessments**

Spring 2024 Cohort	DEMOGRAPHIC INFORMATION				FINAL CUMULATIVE GPA	Praxis II Test Taken	Highest Score Earned (ELED = Avg x4)	WVDE Required Minimum	Praxis II Passed First Attempt	Praxis II Passed (2nd Attempt)	Praxis II Passed (>2 Attempts)	Did Not Pass Before Completion	edTPA Score	EPP Required Minimum	WVDE Required Minimum	edTPA Passed 1st Attempt	edTPA Passed 2+ Attempt
	GENDER (SELF-ID)	RACE / ETHNICITY (SELF-ID)	BA OR MAT	PROGRAM													
Candidate 1					4.00	5134	174	158	X				63	37	36	X	
Candidate 2					3.80	7811	165	156.5	**			7813	52	44	43		X
Candidate 3					3.86	5165	192	159	X				41	37	36	X	
Candidate 4					3.33	5165	168	159	X				52	37	36	X	
Candidate 5					3.08	7811	172	156.5	X				46	44	43		X
Candidate 6					3.08	7811	189.75	156.5	X				55	44	43	X	
Candidate 7					3.82	5113	156	155	X				45	37	36	X	
Candidate 8					3.85	5081	183	148	X				54	37	36	X	
Candidate 9					3.73	7811	175.5	156.5	X				49	44	43	X	
Candidate 10					3.46	5081	187	148	X				48	37	36	X	
Candidate 11					3.21	5081	174	148	X				46	37	36	X	
Candidate 12					3.92	5174	172	160	X				33	32	31	X	
Candidate 13					3.85	5081	151	148			X		44	37	36		X
Candidate 14					4.00	5165	198	159	X				54	37	36	X	
Candidate 15					3.78	7811	170	156.5	X				54	44	43	X	
Candidate 16					4.00	*	*	*	*	*	*		35	32	31	X	
Candidate 17					3.79	5236	179	154	X				46	37	36	X	
Candidate 18					3.30	5081	174	148	X				45	37	36	X	
Candidate 19					3.89	5113	155	155	X				44	37	36	X	
Candidate 20					3.31	5113	155	155	X				42	37	36	X	
Candidate 21					3.89	7811	173.25	155.75	X				58	44	43	X	
Candidate 22					3.33	5038	180	167	X				44	44	43	X	
Candidate 23					3.64	7811	172	155.75	X				56	37	36	X	
Candidate 24					3.54	5038	170	167		X			40	37	36	X	
Candidate 25					3.88	5113	156	155	X				44	37	36	X	
Candidate 26					3.96	5081	165	148	X				53	37	36	X	
Candidate 27					3.62	5165	169	159	X				48	37	36	X	
78% F 93% W 78% BA COHORT AVG GPA [S24] 22% M 7% NW 22% MAT					3.66	172.13 155.54		89% of Candidates Passed on First Attempt. (1/27 [4%] had not passed before completion)				47.8	37.4		89% of Candidates Passed on First Attempt		
AY 2023-2024 GPA COMBINED (>3.0 Required)					3.64	Approx. 16.6 points on average above WVDE Req. Minimum						Approx. 10+ pts above WVDE Req. Minimum					

**SU EPP Data Report
F23 - S25
EPP-Wide Assessments**

Fall 2024 Cohort	DEMOGRAPHIC INFORMATION				FINAL CUMULATIVE GPA	Praxis II Test Taken	Highest Score Earned (ELED = Avg x4)	WVDE Required Minimum	Praxis II Passed First Attempt	Praxis II Passed (2nd Attempt)	Praxis II Passed (>2 Attempts)	Did Not Pass Before Completion	edTPA Score	EPP/WVDE Minimum	edTPA Passed 1st Attempt	edTPA Passed 2+ Attempt
	GENDER (SELF-ID)	RACE / ETHNICITY (SELF-ID)	BA OR MAT	PROGRAM												
Candidate 1					3.45	Combo	174	156.5		**	**		55	43	X	
Candidate 2					3.72	5091	150	150	X				41	36	X	
Candidate 3					3.63	5001	180.25	157	X				50	43	X	
Candidate 4					3.78	5134	156	158				X	56	36	X	
Candidate 5					3.69	5038	186	167	X				49	36	X	
Candidate 6					3.79	5134	166	158	X				69	36	X	
Candidate 7					3.44	Combo	166.75	158.5			X		45	43	X	
Candidate 8					4.00	5134	154	158				X	58	36	X	
Candidate 9					4.00	7811	196.75	156.5	X				43	43	X	
Candidate 10					3.47	5001	176.25	157	X				43	43		X
Candidate 11					4.00	7811	173	156.5	X				62	43	X	
Candidate 12					3.97	7811	184.75	156.5	X				70	43	X	
Candidate 13					3.60	5134	166	158	X				54	36	X	
Candidate 14					3.14	5134	162	158		X			43	36	X	
Candidate 15					3.94	Combo	172.75	155.75	7814	X			56	43	X	
Candidate 16					3.78	5091	152	150	X				36	36		X
Candidate 17					3.47	5091	152	150		X			43	36	X	
Candidate 18					3.52	5001	142.75	157				X	54	43	X	
Candidate 19					3.81	5091	152	150			X		39	36	X	
Candidate 20					3.33	5081	148	148		X			44	36	X	
Candidate 21					3.50	5081	160	148	X				45	36	X	
86% F		86% W	71% BA	COHORT AVG GPA [F24]	3.67	Approx. 9.86 points on average above WVDE Minimum		14% Did Not Pass Before Completion; Discussion / Monitoring Necessary				Appr. 10.33 points on avg above WVDE Min.		90.5% of Candidates Passed on First Attempt		
14% M		14% NW	29% MAT													

**SU EPP Data Report
F23 - S25
EPP-Wide Assessments**

Spring 2025 Cohort	DEMOGRAPHIC INFORMATION				FINAL CUMULATIVE GPA	Praxis II Test Taken	Highest Score Earned (ELED = Avg x4)	WVDE Required Minimum	Praxis II Passed First Attempt	Praxis II Passed (2nd Attempt)	Praxis II Passed (>2 Attempts)	Did Not Pass Before Completion	edTPA Score	EPP/WVDE Minimum	edTPA Passed 1st Attempt	edTPA Passed 2+ Attempt
	GENDER (SELF-ID)	RACE / ETHNICITY (SELF-ID)	BA OR MAT	PROGRAM												
Candidate 1					3.76	5091	156	150	X				42	36	X	
Candidate 2					3.84	Combo	164.5	158.25	**	7815	5003		55	43	X	
Candidate 3					3.94	7811	180.5	156.5	X				55	43	X	
Candidate 4					3.78	7811	170.25	156.5	**	7812			57	43	X	
Candidate 5					4.00	5001	167.75	157	**		5004		53	43	X	
Candidate 6					3.92	5134	172	158	X				50	43	X	
Candidate 7					3.42	5113	157	155		X			48	36	X	
Candidate 8					4.00	7811	154.25	156.5		7813 / 7814		7812 / 7815	55	50	X	
Candidate 9					3.38	7811	137.25	156.5				X	50	50		X*
Candidate 10					3.15	5038	167	167		X			47	36	X	
Candidate 11					4.00	5091	158	150	X				41	36	X	
Candidate 12					4.00	5038	170	167		X			51	36	X	
Candidate 13					3.53	5081	168	148	X				45	36	X	
Candidate 14					3.91	5113	174	155	X				38	36	X	
Candidate 15					3.23	5113	146	155				X	44	42	X	
Candidate 16					3.41	5134	161	158	X				55	36	X	
Candidate 17					3.97	7811	175.5	156.5	X				60	43	X	
Candidate 18					3.92	7811	177	156.5	X				57	43	X	
Candidate 19					3.45	5134	171	158	X				49	36	X	
Candidate 20					3.97	5081	171	148	X				52	36	X	
Candidate 21					3.75	5134	158	158	X				44	36	X	
Candidate 22					3.13	5091	166	150	X				40	36	X	
Candidate 23					3.86	5134	172	158	X				54	36	X	
Candidate 24					3.93	7811	169.75	156.5	X				53	43	X	
Candidate 25					2.84	5091	151	150	X				44	36	X	
Candidate 26					4.00	7811	174	156.5	X				59	43	X	
Candidate 27					3.65	7811	163.75	156.5	X				50	43	X	
Candidate 28					3.59	7811	166.5	156.5	**		7815		44	43		X*
Candidate 29					3.37	5113	168	155	X				47	36	X	
Candidate 30					3.85	5091	160	150	X				39	36	X	
Candidate 31					3.22	5091	163	150	X				36	36	X	
Candidate 32					3.18	7811	167	156.5	X				53	43	X	
Candidate 33					3.31	5581	165	153	X				47	36	X	
Candidate 34					3.53	5581	168	153	X				51	36	X	
Candidate 35					3.53	7811	165.25	156.5	X				58	43	X	
78% F 89% W 84% BA COHORT AVG GPA [S25]					3.64	Approx. 9.03 points on average above WVDE Minimum			8.6% Did Not Pass Before Completion; Discussion / Monitoring Necessary				Appr. 9.66 points on avg above WVDE Min.		94.3% of Candidates Passed on First Attempt	
AY 2024-2025 GPA COMBINED (>3.0 Required)					3.65	AY 2024-25 Combined >Avg = 9.44							AY 2024-25 Combined >Avg = 10			

*1st submission had technical errors

**SU EPP
Data Report
F23 - S25
EPP-Wide Assessments**

Fall 2023 Cohort	The Learner & Learning			Content Knowledge		Instructional Practice			Prof. Responsibility		Overall AVG	DEMOGRAPHIC INFORMATION			
	STOT (InTasc) R1 Avg	STOT (InTasc) R2 Avg	STOT (InTasc) R3 Avg	STOT (InTasc) R4 Avg	STOT (InTasc) R5 Avg	STOT (InTasc) R6 Avg	STOT (InTasc) R7 Avg	STOT (InTasc) R8 Avg	STOT (InTasc) R9 Avg	STOT (InTasc) R10 Avg		GENDER (SELF-ID)	RACE / ETHNICITY (SELF-ID)	BA OR MAT	PROGRAM
Candidate 1	4.00	4.00	4	4	4	4	4	4	4	4	4.0				
Candidate 2	4.00	4.00	4	4	4	4	4	4	4	4	4.0				
Candidate 3	4.00	4.00	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3	3.6				
Candidate 4	3.5	3.50	3	3	3	3	3.5	3.5	4	3.5	3.4				
Candidate 5	4.00	4.00	4	4	4	3.5	4	4	4	3.5	3.9				
Candidate 6	4.00	4.00	4	4	3.5	4	4	4	4	4	4.0				
Candidate 7	4.00	4.00	4	4	4	4	4	4	4	4	4.0				
Candidate 8	3	3.00	3	3	3	3	3	3	3	3	3.0				
Candidate 9	3	3.00	3	3	3	3	3.5	3.5	3.5	3.5	3.2				
Candidate 10	3	3.00	3	3	3	3	3	3	3	3	3.0				
Candidate 11	3	3.50	3.5	3	3	3	3	3	4	4	3.3				
Candidate 12	4	4.00	4	4	4	4	4	4	4	4	4.0				
Candidate 13	3	3.00	3	3	3	3	3	3	3	3	3.0				
Candidate 14	3.5	3.50	4	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.6				
Candidate 15	3.5	4.00	4	3.5	3.5	4	4	4	4	4	3.9				
Candidate 16	3	3.00	3.5	3	3	3	3.5	3.5	3.5	3.5	3.3				
Candidate 17	4.00	4.00	4	4	4	4	4	4	4	4	4.0				
Candidate 18	4.00	4.00	4	4	4	1	4	4	4	4	3.7				
Candidate 19	4.00	4.00	4	4	4	3.5	4	4	4	4	4.0				
Candidate 20	4.00	4.00	4	4	4	4	4	4	4	4	4.0				
Candidate 21	4.00	4.00	4	4	4	4	4	4	4	4	4.0				
	3.64	3.69	3.69	3.60	3.57	3.43	3.69	3.69	3.76	3.69	3.65				
	Avg. 3.67 = .67 above min			Avg. 3.58 = .58 above min		Avg. 3.6 = .6 above min			Avg. 3.73 = .73 above min		.65 above min				

**SU EPP
Data Report
F23 - S25
EPP-Wide Assessments**

Spring 2024 Cohort	The Learner & Learning			Content Knowledge		Instructional Practice			Prof. Responsibility		Overall AVG	DEMOGRAPHIC INFORMATION			
	STOT (InTasc) R1 Avg	STOT (InTasc) R2 Avg	STOT (InTasc) R3 Avg	STOT (InTasc) R4 Avg	STOT (InTasc) R5 Avg	STOT (InTasc) R6 Avg	STOT (InTasc) R7 Avg	STOT (InTasc) R8 Avg	STOT (InTasc) R9 Avg	STOT (InTasc) R10 Avg		GENDER (SELF-ID)	RACE / ETHNICITY (SELF-ID)	BA OR MAT	PROGRAM
Candidate 1	3.5	4	4	3.5	3	3	3	3.5	3.5	4	3.5				
Candidate 2	4	4	4	4	4	4	4	4	4	4	4				
Candidate 3	4	4	4	4	4	4	4	4	4	3.5	3.95				
Candidate 4	4	4	4	4	4	4	4	4	4	4	4				
Candidate 5	3.5	4	3.5	3	3	3.5	3	3.5	3.5	3.5	3.4				
Candidate 6	4	4	4	4	4	4	4	4	4	4	4				
Candidate 7	3	3	3.5	3	3	3	3	3	3	3	3.05				
Candidate 8	4	4	4	4	4	4	4	4	4	4	4				
Candidate 9	3.5	3	3.5	3.5	3	3.5	3.5	3.5	4	3.5	3.45				
Candidate 10	4	4	3.5	4	3.5	3	4	4	4	4	3.8				
Candidate 11	3.5	4	3.5	4	3.5	3	4	3.5	4	4	3.7				
Candidate 12	4	4	4	4	4	4	4	4	4	4	4				
Candidate 13	4	4	4	3.5	3.5	3.5	4	4	4	4	3.85				
Candidate 14	4	4	4	4	4	4	4	4	4	4	4				
Candidate 15	3	3	3	3.5	3	3	3	3	3	3	3.05				
Candidate 16	4	4	4	4	4	3.5	4	4	4	4	3.95				
Candidate 17	3.5	4	4	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.6				
Candidate 18	3.5	4	4	4	3	3	4	4	4	4	3.75				
Candidate 19	3	3	3.5	3	3	3	3	3.5	3.5	3	3.15				
Candidate 20	3	3	3	3	3	3	3	3	3	3	3				
Candidate 21	3.5	3.5	3.5	4	4	3.5	3.5	3.5	3.5	3.5	3.6				
Candidate 22	3.5	3.5	3.5	3.5	3	3.5	3	3.5	3	3	3.3				
Candidate 23	3.5	3.5	3.5	3.5	3	3.5	3.5	3.5	3.5	3.5	3.45				
Candidate 24	3.5	3.5	3.5	3	3	3.5	3	3	3.5	3	3.25				
Candidate 25	3.5	3	3.5	3.5	3	3	3	3.5	3.5	3.5	3.3				
Candidate 26	4	4	3.5	4	4	3.5	4	4	4	4	3.9				
Candidate 27	4	4	4	4	4	4	4	4	4	4	4				
	3.65	3.70	3.70	3.63	3.52	3.46	3.64	3.68	3.73	3.67	3.63				
	Avg. 3.68 = .68 above min			Avg. 3.58 = .58 above min		Avg. 3.59 = .59 above min			Avg. 3.7 = .7 above min		.63 above min				

**SU EPP Data Report
F23 - S25
EPP-Wide Assessments**

Fall 2024 Cohort	The Learner & Learning			Content Knowledge		Instructional Practice			Prof. Responsibility		Overall AVG	DEMOGRAPHIC INFORMATION			
	STOT (InTasc) R1 Avg	STOT (InTasc) R2 Avg	STOT (InTasc) R3 Avg	STOT (InTasc) R4 Avg	STOT (InTasc) R5 Avg	STOT (InTasc) R6 Avg	STOT (InTasc) R7 Avg	STOT (InTasc) R8 Avg	STOT (InTasc) R9 Avg	STOT (InTasc) R10 Avg		GENDER (SELF-ID)	RACE / ETHNICITY (SELF-ID)	BA OR MAT	PROGRAM
Candidate 1	4.00	4.00	4	4	4	4	4	4	4	4	4.0				
Candidate 2	3.50	3.50	3.5	3.5	3.5	3.5	3.5	3.5	4	4	3.6				
Candidate 3	4.00	4.00	4	4	4	4	4	4	4	4	4.0				
Candidate 4	3	3.00	3.5	3	3	3	3	3.5	3	3.5	3.2				
Candidate 5	4.00	4.00	4	4	3.5	3.5	3.5	3.5	3.5	3	3.7				
Candidate 6	3.50	3.50	3.5	3.5	3	3	3	3.5	3.5	3.5	3.4				
Candidate 7	4.00	4.00	4	4	4	4	4	4	4	4	4.0				
Candidate 8	3	3.50	3.5	3	3	3	3	3.5	3.5	3.5	3.3				
Candidate 9	4	4.00	4	4	4	3	3	4	3.5	3.5	3.7				
Candidate 10	3	3.50	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5				
Candidate 11	4	4.00	4	4	4	4	4	4	4	4	4.0				
Candidate 12	4	4.00	4	4	4	4	4	4	4	4	4.0				
Candidate 13	3.5	3.50	3.5	3.5	3.5	2.5	3	3.5	3.5	3.5	3.4				
Candidate 14	3	3.00	3.5	3	3	2.5	3	3.5	3.5	3.5	3.2				
Candidate 15	4	4.00	4	4	4	4	4	4	4	4	4.0				
Candidate 16	3	3.50	3.5	3	3	3	3	3	3.5	3.5	3.2				
Candidate 17	3.00	3.00	3.5	3	3	3	3.5	3	3.5	3.5	3.2				
Candidate 18	4.00	4.00	4	4	4	4	4	4	4	4	4.0				
Candidate 19	3.50	3.50	3	3.5	3	3	3.5	3.5	4	3.5	3.4				
Candidate 20	4.00	4.00	3.5	3.5	3.5	3	4	4	4	4	3.8				
Candidate 21	4.00	4.00	3.5	4	3.5	3	4	4	4	4	3.8				
	3.62	3.69	3.69	3.62	3.52	3.36	3.55	3.69	3.74	3.71	3.62				
	Avg. 3.67 = .67 above min			Avg. 3.57 = .57 above min		Avg. 3.53 = .53 above min			Avg. 3.73 = .73 above min		.62 above min				

**SU EPP Data Report
F23 - S25
EPP-Wide Assessments**

Spring 2025 Cohort	The Learner & Learning			Content Knowledge		Instructional Practice			Prof. Responsibility		Overall AVG	DEMOGRAPHIC INFORMATION			
	STOT (InTasc) R1 Avg	STOT (InTasc) R2 Avg	STOT (InTasc) R3 Avg	STOT (InTasc) R4 Avg	STOT (InTasc) R5 Avg	STOT (InTasc) R6 Avg	STOT (InTasc) R7 Avg	STOT (InTasc) R8 Avg	STOT (InTasc) R9 Avg	STOT (InTasc) R10 Avg		GENDER (SELF-ID)	RACE / ETHNICITY (SELF-ID)	BA OR MAT	PROGRAM
Candidate 1	4	4	4	3.5	3.5	3.5	4	4	4	4	3.9				
Candidate 2	4	4	4	4	4	4	4	4	4	4	4.0				
Candidate 3	3.5	3.5	3	3.5	3.5	3.5	3.5	3.5	3.5	0	3.1				
Candidate 4	3.5	3.5	3.5	3.5	4	3.5	3.5	3.5	3.5	3.5	3.6				
Candidate 5	3.5	4	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.6				
Candidate 6	3.5	3.5	3.5	3	3	3	3	3.5	3.5	3.5	3.3				
Candidate 7	3	3	3	3	3	3	3	3	3	3	3.0				
Candidate 8	3.5	4	4	4	3.5	3.5	3.5	3.5	4	3.5	3.7				
Candidate 9	3.5	4	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.6				
Candidate 10	4	4	4	3.5	3.5	3.5	3.5	3.5	3.5	3	3.6				
Candidate 11	3	3	3.5	3	3	3	3	3	3	3	3.1				
Candidate 12	4	4	4	4	4	4	4	4	4	4	4.0				
Candidate 13	4	4	3.5	4	4	3.5	4	3.5	4	4	3.9				
Candidate 14	3	3	4	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5				
Candidate 15	3	3	3.5	3	3	3	3	3	3.5	3.5	3.2				
Candidate 16	3	3.5	3.5	3.5	3	2.5	3	3.5	3.5	3.5	3.3				
Candidate 17	4	4	4	4	4	4	4	4	4	4	4.0				
Candidate 18	4	4	3.5	3.5	4	3.5	3.5	4	3.5	3.5	3.7				
Candidate 19	3	3	3	2.5	2.5	2.5	3	3	3	2.5	2.8				
Candidate 20	4	4	4	4	4	3.5	4	4	4	4	4.0				
Candidate 21	3	3.5	3.5	3	3	3	3	3.5	3.5	3.5	3.3				
Candidate 22	3	3	3	3	3	3	3	3	4	4	3.2				
Candidate 23	3.5	3.5	3.5	3	3	3	3	3.5	3.5	3.5	3.3				
Candidate 24	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5				
Candidate 25	3	3	3	3	3	3	3	3	3.5	3	3.1				
Candidate 26	4	4	4	4	4	4	4	4	4	4	4.0				
Candidate 27	4	3.5	4	3.5	3.5	3.5	3.5	4	4	3.5	3.7				
Candidate 28	3.5	3.5	4	3.5	3.5	3.5	3.5	3.5	4	3.5	3.6				
Candidate 29	3.5	3.5	3.5	3	3.5	3.5	3	3	3.5	3.5	3.4				
Candidate 30	3	3.5	3	3	3	3	3	3	4	4	3.3				
Candidate 31	3	3	3.5	3	3	3	3	3	3	3.5	3.1				
Candidate 32	3.5	4	4	3.5	3	3.5	4	4	3.5	3	3.6				
Candidate 33	4	4	3.5	4	4	3	4	4	4	4	3.9				
Candidate 34	4	4	4	4	4	3.5	4	4	4	4	4.0				
Candidate 35	4	4	4	4	4	4	4	4	4	4	4.0				
	3.53	3.61	3.61	3.46	3.46	3.36	3.47	3.54	3.66	3.47	3.52				
	Avg. 3.6 = .6 above min			Avg. 3.46 = .46 above min		Avg. 3.46 = .46 above min			Avg. 3.56 = .56 above min		.52 above min				



SHEPHERD
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EPPC Data Report

Cohort GPA Data

2023 - 2025

**SU EPP
Cohort GPA
Juncture 3 (Certification Review)
2023 - 2025**

Fall 2023 Cohort	DEMOGRAPHIC INFORMATION				FINAL CUMULATIVE GPA
	GENDER (SELF-ID)	RACE/ETHNICITY (SELF-ID)	BA OR MAT	PROGRAM	
Candidate 1					3.57
Candidate 2					3.92
Candidate 3					3.54
Candidate 4					2.84
Candidate 5					3.92
Candidate 6					3.56
Candidate 7					3.94
Candidate 8					3.86
Candidate 9					3.73
Candidate 10					3.29
Candidate 11					3.20
Candidate 12					3.92
Candidate 13					3.62
Candidate 14					3.67
Candidate 15					3.62
Candidate 16					3.92
Candidate 17					3.00
Candidate 18					3.87
Candidate 19					3.56
Candidate 20					3.33
Candidate 21					3.93
				COHORT AVG GPA [F23]	3.61
Spring 2024 Cohort	DEMOGRAPHIC INFORMATION				FINAL CUMULATIVE GPA
	GENDER (SELF-ID)	RACE/ETHNICITY (SELF-ID)	BA OR MAT	PROGRAM	
Candidate 1					4.00
Candidate 2					3.80
Candidate 3					3.86
Candidate 4					3.33
Candidate 5					3.08
Candidate 6					3.08
Candidate 7					3.82
Candidate 8					3.85
Candidate 9					3.73
Candidate 10					3.46
Candidate 11					3.21
Candidate 12					3.92
Candidate 13					3.85
Candidate 14					4.00
Candidate 15					3.78
Candidate 16					4.00
Candidate 17					3.79
Candidate 18					3.30
Candidate 19					3.89
Candidate 20					3.31
Candidate 21					3.89
Candidate 22					3.33
Candidate 23					3.64
Candidate 24					3.54
Candidate 25					3.88
Candidate 26					3.96
Candidate 27					3.62
				COHORT AVG GPA [S24]	3.66
AY 2023-2024 GPA COMBINED					3.64

Fall 2024 Cohort	DEMOGRAPHIC INFORMATION				FINAL CUMULATIVE GPA
	GENDER (SELF-ID)	RACE/ETHNICITY (SELF-ID)	BA OR MAT	PROGRAM	
Candidate 1					3.45
Candidate 2					3.72
Candidate 3					3.63
Candidate 4					3.78
Candidate 5					3.69
Candidate 6					3.79
Candidate 7					3.44
Candidate 8					4.00
Candidate 9					4.00
Candidate 10					3.47
Candidate 11					4.00
Candidate 12					3.97
Candidate 13					3.60
Candidate 14					3.14
Candidate 15					3.94
Candidate 16					3.78
Candidate 17					3.47
Candidate 18					3.52
Candidate 19					3.81
Candidate 20					3.33
Candidate 21					3.50
				COHORT AVG GPA [F24]	3.67
Spring 2025 Cohort	DEMOGRAPHIC INFORMATION				FINAL CUMULATIVE GPA
	GENDER (SELF-ID)	RACE/ETHNICITY (SELF-ID)	BA OR MAT	PROGRAM	
Candidate 1					3.76
Candidate 2					3.84
Candidate 3					3.94
Candidate 4					3.78
Candidate 5					4.00
Candidate 6					3.92
Candidate 7					3.42
Candidate 8					4.00
Candidate 9					3.38
Candidate 10					3.15
Candidate 11					4.00
Candidate 12					4.00
Candidate 13					3.53
Candidate 14					3.91
Candidate 15					3.23
Candidate 16					3.41
Candidate 17					3.97
Candidate 18					3.92
Candidate 19					3.45
Candidate 20					3.97
Candidate 21					3.75
Candidate 22					3.13
Candidate 23					3.86
Candidate 24					3.93
Candidate 25					2.84
Candidate 26					4.00
Candidate 27					3.65
Candidate 28					3.59
Candidate 29					3.37
Candidate 30					3.85
Candidate 31					3.22
Candidate 32					3.18
Candidate 33					3.31
Candidate 34					3.53
Candidate 35					3.53
				COHORT AVG GPA [S25]	3.64
AY 2024-2025 GPA COMBINED (>3.0 Required)					3.65



SHEPHERD
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EPPC Data Report

edTPA Data

2023 - 2025

**SU EPP edTPA Data Overview
2023 - 2025**

Fall 2023			Spring 2024			Fall 2024		Spring 2025	
edTPA Score	EPP Required Minimum	WVDE Required Minimum	edTPA Score	EPP Required Minimum	WVDE Required Minimum	edTPA Score	EPP/WVDE Minimum	edTPA Score	EPP/WVDE Minimum
48	36	36	63	36	36	55	43	42	36
37	36	31	52	50	43	41	36	55	43
54	43	43	41	36	36	50	43	55	43
41	36	36	52	36	36	56	42	57	43
43	36	36	46	43	43	49	36	53	43
57	43	43	55	43	43	69	36	50	43
54	43	43	45	36	36	45	43	48	36
39	36	36	54	36	36	58	42	55	50
40	36	36	49	43	43	43	43	50	50
39	36	36	48	36	36	43	43	47	36
52	43	43	46	36	36	62	43	41	36
55	43	43	33	31	31	70	43	51	36
42	36	36	44	36	36	54	36	45	36
46	43	43	54	36	36	43	36	38	36
48	50	43	54	43	43	56	43	44	42
47	36	36	35	31	31	36	36	55	36
48	43	43	46	36	36	43	36	60	43
53	43	43	45	36	36	54	50	57	43
50	36	36	44	36	36	39	36	49	36
51	43	43	42	36	36	44	36	52	36
53	43	43	58	43	43	45	36	44	36
			44	43	43			40	36
			56	36	36			54	36
			40	36	36			53	43
			44	36	36			44	36
			53	36	36			59	43
			48	36	36			50	43
								44	43
								47	36
								39	36
								36	36
								53	43
								47	36
								51	36
								58	43
For AY 2023-2024 candidates performed approx. 8 points on avg above EPP min. across all specializations.*			For AY 2023-2024 candidates performed approx. 9 points on avg above WVDE min. across all specializations.*			For AY 2024-2025, candidates performed approx. 10 points on avg above EPP/WVDE min. across all specializations.*			
*To determine the overall difference, each candidate's score was compared to the minimum required for their specialization; the average was then calculated for all candidates combined.									



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EPPC Data Report

STOT Data

2023 - 2025

SU EPP
STOT Data Overview
(2023-2024)

Fall 2023																
Fall 2023 Cohort	The Learner & Learning			Content Knowledge		Instructional Practice			Prof. Responsibility		Overall AVG	DEMOGRAPHIC INFORMATION				
	STOT (InTasc) R1 Avg	STOT (InTasc) R2 Avg	STOT (InTasc) R3 Avg	STOT (InTasc) R4 Avg	STOT (InTasc) R5 Avg	STOT (InTasc) R6 Avg	STOT (InTasc) R7 Avg	STOT (InTasc) R8 Avg	STOT (InTasc) R9 Avg	STOT (InTasc) R10 Avg		GENDER (SELF-ID)	RACE / ETHNICITY (SELF-ID)	BA OR MAT	PROGRAM	
Randomized Candidate Order	Candidate 1	4.00	4.00	4	4	4	4	4	4	4	4	4.0				
	Candidate 2	4.00	4.00	4	4	4	4	4	4	4	4	4.0				
	Candidate 3	4.00	4.00	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3	3.6				
	Candidate 4	3.5	3.50	3	3	3	3	3.5	3.5	4	3.5	3.4				
	Candidate 5	4.00	4.00	4	4	4	3.5	4	4	4	3.5	3.9				
	Candidate 6	4.00	4.00	4	4	3.5	4	4	4	4	4	4.0				
	Candidate 7	4.00	4.00	4	4	4	4	4	4	4	4	4.0				
	Candidate 8	3	3.00	3	3	3	3	3	3	3	3	3.0				
	Candidate 9	3	3.00	3	3	3	3	3.5	3.5	3.5	3.5	3.2				
	Candidate 10	3	3.00	3	3	3	3	3	3	3	3	3.0				
	Candidate 11	3	3.50	3.5	3	3	3	3	3	4	4	3.3				
	Candidate 12	4	4.00	4	4	4	4	4	4	4	4	4.0				
	Candidate 13	3	3.00	3	3	3	3	3	3	3	3	3.0				
	Candidate 14	3.5	3.50	4	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.6				
	Candidate 15	3.5	4.00	4	3.5	3.5	4	4	4	4	4	3.9				
	Candidate 16	3	3.00	3.5	3	3	3	3.5	3.5	3.5	3.5	3.3				
	Candidate 17	4.00	4.00	4	4	4	4	4	4	4	4	4.0				
	Candidate 18	4.00	4.00	4	4	4	1	4	4	4	4	3.7				
	Candidate 19	4.00	4.00	4	4	4	3.5	4	4	4	4	4.0				
	Candidate 20	4.00	4.00	4	4	4	4	4	4	4	4	4.0				
	Candidate 21	4.00	4.00	4	4	4	4	4	4	4	4	4.0				
	3.64	3.69	3.69	3.60	3.57	3.43	3.69	3.69	3.76	3.69	3.65					
	Avg. 3.67 = .67 above min			Avg. 3.58 = .58 above min		Avg. 3.6 = .6 above min			Avg. 3.73 = .73 above min		.65 above min					

**SU EPP
STOT Data Overview
(2023-2024)**

Spring 2024

	Spring 2024 Cohort	The Learner & Learning			Content Knowledge		Instructional Practice			Prof. Responsibility		Overall AVG	DEMOGRAPHIC INFORMATION			
		STOT (InTasc) R1 Avg	STOT (InTasc) R2 Avg	STOT (InTasc) R3 Avg	STOT (InTasc) R4 Avg	STOT (InTasc) R5 Avg	STOT (InTasc) R6 Avg	STOT (InTasc) R7 Avg	STOT (InTasc) R8 Avg	STOT (InTasc) R9 Avg	STOT (InTasc) R10 Avg		GENDER (SELF-ID)	RACE / ETHNICITY (SELF-ID)	BA OR MAT	PROGRAM
Randomized Candidate Order	Candidate 1	3.5	4	4	3.5	3	3	3	3.5	3.5	4	3.5				
	Candidate 2	4	4	4	4	4	4	4	4	4	4	4				
	Candidate 3	4	4	4	4	4	4	4	4	4	3.5	3.95				
	Candidate 4	4	4	4	4	4	4	4	4	4	4	4				
	Candidate 5	3.5	4	3.5	3	3	3.5	3	3.5	3.5	3.5	3.4				
	Candidate 6	4	4	4	4	4	4	4	4	4	4	4				
	Candidate 7	3	3	3.5	3	3	3	3	3	3	3	3.05				
	Candidate 8	4	4	4	4	4	4	4	4	4	4	4				
	Candidate 9	3.5	3	3.5	3.5	3	3.5	3.5	3.5	4	3.5	3.45				
	Candidate 10	4	4	3.5	4	3.5	3	4	4	4	4	3.8				
	Candidate 11	3.5	4	3.5	4	3.5	3	4	3.5	4	4	3.7				
	Candidate 12	4	4	4	4	4	4	4	4	4	4	4				
	Candidate 13	4	4	4	3.5	3.5	3.5	4	4	4	4	3.85				
	Candidate 14	4	4	4	4	4	4	4	4	4	4	4				
	Candidate 15	3	3	3	3.5	3	3	3	3	3	3	3.05				
	Candidate 16	4	4	4	4	4	3.5	4	4	4	4	3.95				
	Candidate 17	3.5	4	4	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.6				
	Candidate 18	3.5	4	4	4	3	3	4	4	4	4	3.75				
	Candidate 19	3	3	3.5	3	3	3	3	3.5	3.5	3	3.15				
	Candidate 20	3	3	3	3	3	3	3	3	3	3	3				
	Candidate 21	3.5	3.5	3.5	4	4	3.5	3.5	3.5	3.5	3.5	3.6				
	Candidate 22	3.5	3.5	3.5	3.5	3	3.5	3	3.5	3	3	3.3				
	Candidate 23	3.5	3.5	3.5	3.5	3	3.5	3.5	3.5	3.5	3.5	3.45				
	Candidate 24	3.5	3.5	3.5	3	3	3.5	3	3	3.5	3	3.25				
	Candidate 25	3.5	3	3.5	3.5	3	3	3	3.5	3.5	3.5	3.3				
	Candidate 26	4	4	3.5	4	4	3.5	4	4	4	4	3.9				
	Candidate 27	4	4	4	4	4	4	4	4	4	4	4				
		3.65	3.70	3.70	3.63	3.52	3.46	3.64	3.68	3.73	3.67	3.63				
		Avg. 3.68 = .68 above min			Avg. 3.58 = .58 above min		Avg. 3.59 = .59 above min			Avg. 3.7 = .7 above min		.63 above min				

**SU EPP
STOT Data Overview
(2024-2025)**

Fall 2024																
Fall 2024 Cohort	The Learner & Learning			Content Knowledge		Instructional Practice			Prof. Responsibility		Overall AVG	DEMOGRAPHIC INFORMATION				
	STOT (InTasc) R1 Avg	STOT (InTasc) R2 Avg	STOT (InTasc) R3 Avg	STOT (InTasc) R4 Avg	STOT (InTasc) R5 Avg	STOT (InTasc) R6 Avg	STOT (InTasc) R7 Avg	STOT (InTasc) R8 Avg	STOT (InTasc) R9 Avg	STOT (InTasc) R10 Avg		GENDER (SELF-ID)	RACE / ETHNICITY (SELF-ID)	BA OR MAT	PROGRAM	
Randomized Candidate Order	Candidate 1	4.00	4.00	4	4	4	4	4	4	4	4	4.0				
	Candidate 2	3.50	3.50	3.5	3.5	3.5	3.5	3.5	3.5	4	4	3.6				
	Candidate 3	4.00	4.00	4	4	4	4	4	4	4	4	4.0				
	Candidate 4	3	3.00	3.5	3	3	3	3	3.5	3	3.5	3.2				
	Candidate 5	4.00	4.00	4	4	3.5	3.5	3.5	3.5	3.5	3	3.7				
	Candidate 6	3.50	3.50	3.5	3.5	3	3	3	3.5	3.5	3.5	3.4				
	Candidate 7	4.00	4.00	4	4	4	4	4	4	4	4	4.0				
	Candidate 8	3	3.50	3.5	3	3	3	3	3.5	3.5	3.5	3.3				
	Candidate 9	4	4.00	4	4	4	3	3	4	3.5	3.5	3.7				
	Candidate 10	3	3.50	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5				
	Candidate 11	4	4.00	4	4	4	4	4	4	4	4	4.0				
	Candidate 12	4	4.00	4	4	4	4	4	4	4	4	4.0				
	Candidate 13	3.5	3.50	3.5	3.5	3.5	2.5	3	3.5	3.5	3.5	3.4				
	Candidate 14	3	3.00	3.5	3	3	2.5	3	3.5	3.5	3.5	3.2				
	Candidate 15	4	4.00	4	4	4	4	4	4	4	4	4.0				
	Candidate 16	3	3.50	3.5	3	3	3	3	3	3.5	3.5	3.2				
	Candidate 17	3.00	3.00	3.5	3	3	3	3.5	3	3.5	3.5	3.2				
	Candidate 18	4.00	4.00	4	4	4	4	4	4	4	4	4.0				
	Candidate 19	3.50	3.50	3	3.5	3	3	3.5	3.5	4	3.5	3.4				
	Candidate 20	4.00	4.00	3.5	3.5	3.5	3	4	4	4	4	3.8				
	Candidate 21	4.00	4.00	3.5	4	3.5	3	4	4	4	4	3.8				
	3.62	3.69	3.69	3.62	3.52	3.36	3.55	3.69	3.74	3.71	3.62					
	Avg. 3.67 = .67 above min			Avg. 3.57 = .57 above min		Avg. 3.53 = .53 above min			Avg. 3.73 = .73 above min		.65 above min					

**SU EPP
STOT Data Overview
(2024-2025)**

Spring 2025																
Spring 2025 Cohort	The Learner & Learning			Content Knowledge		Instructional Practice			Prof. Responsibility		Overall AVG	DEMOGRAPHIC INFORMATION				
	STOT (InTasc) R1 Avg	STOT (InTasc) R2 Avg	STOT (InTasc) R3 Avg	STOT (InTasc) R4 Avg	STOT (InTasc) R5 Avg	STOT (InTasc) R6 Avg	STOT (InTasc) R7 Avg	STOT (InTasc) R8 Avg	STOT (InTasc) R9 Avg	STOT (InTasc) R10 Avg		GENDER (SELF-ID)	RACE / ETHNICITY (SELF-ID)	BA OR MAT	PROGRAM	
Candidate 1	4	4	4	3.5	3.5	3.5	4	4	4	4	4	3.85				
Candidate 2	4	4	4	4	4	4	4	4	4	4	4	4				
Candidate 3	3.5	3.5	3	3.5	3.5	3.5	3.5	3.5	3.5	3.5	0	3.1				
Candidate 4	3.5	3.5	3.5	3.5	4	3.5	3.5	3.5	3.5	3.5	3.5	3.55				
Candidate 5	3.5	4	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.55				
Candidate 6	3.5	3.5	3.5	3	3	3	3	3.5	3.5	3.5	3.5	3.3				
Candidate 7	3	3	3	3	3	3	3	3	3	3	3	3				
Candidate 8	3.5	4	4	4	3.5	3.5	3.5	3.5	4	3.5	3.5	3.7				
Candidate 9	3.5	4	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.55				
Candidate 10	4	4	4	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3	3.6				
Candidate 11	3	3	3.5	3	3	3	3	3	3	3	3	3.05				
Candidate 12	4	4	4	4	4	4	4	4	4	4	4	4				
Candidate 13	4	4	3.5	4	4	3.5	4	3.5	4	4	4	3.85				
Candidate 14	3	3	4	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.45				
Candidate 15	3	3	3.5	3	3	3	3	3	3.5	3.5	3.5	3.15				
Candidate 16	3	3.5	3.5	3.5	3	2.5	3	3.5	3.5	3.5	3.5	3.25				
Candidate 17	4	4	4	4	4	4	4	4	4	4	4	4				
Candidate 18	4	4	3.5	3.5	4	3.5	3.5	4	3.5	3.5	3.5	3.7				
Candidate 19	3	3	3	2.5	2.5	2.5	3	3	3	2.5	2.5	2.8				
Candidate 20	4	4	4	4	4	3.5	4	4	4	4	4	3.95				
Candidate 21	3	3.5	3.5	3	3	3	3	3.5	3.5	3.5	3.5	3.25				
Candidate 22	3	3	3	3	3	3	3	3	4	4	4	3.2				
Candidate 23	3.5	3.5	3.5	3	3	3	3	3.5	3.5	3.5	3.5	3.3				
Candidate 24	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5				
Candidate 25	3	3	3	3	3	3	3	3	3.5	3	3	3.05				
Candidate 26	4	4	4	4	4	4	4	4	4	4	4	4				
Candidate 27	4	3.5	4	3.5	3.5	3.5	3.5	4	4	3.5	3.5	3.7				
Candidate 28	3.5	3.5	4	3.5	3.5	3.5	3.5	3.5	4	3.5	3.5	3.6				
Candidate 29	3.5	3.5	3.5	3	3.5	3.5	3	3	3.5	3.5	3.5	3.35				
Candidate 30	3	3.5	3	3	3	3	3	3	4	4	4	3.25				
Candidate 31	3	3	3.5	3	3	3	3	3	3	3.5	3.5	3.1				
Candidate 32	3.5	4	4	3.5	3	3.5	4	4	3.5	3	3	3.6				
Candidate 33	4	4	3.5	4	4	3	4	4	4	4	4	3.85				
Candidate 34	4	4	4	4	4	3.5	4	4	4	4	4	3.95				
Candidate 35	4	4	4	4	4	4	4	4	4	4	4	4				
	3.53	3.61	3.61	3.46	3.46	3.36	3.47	3.54	3.66	3.47	3.52					
	Avg. 3.59 = .59 above min			Avg. 3.46 = .46 above min		Avg. 3.46 = .46 above min			Avg. 3.56 = .56 above min		.52 above min					

Randomized Candidate Order



SHEPHERD
UNIVERSITY

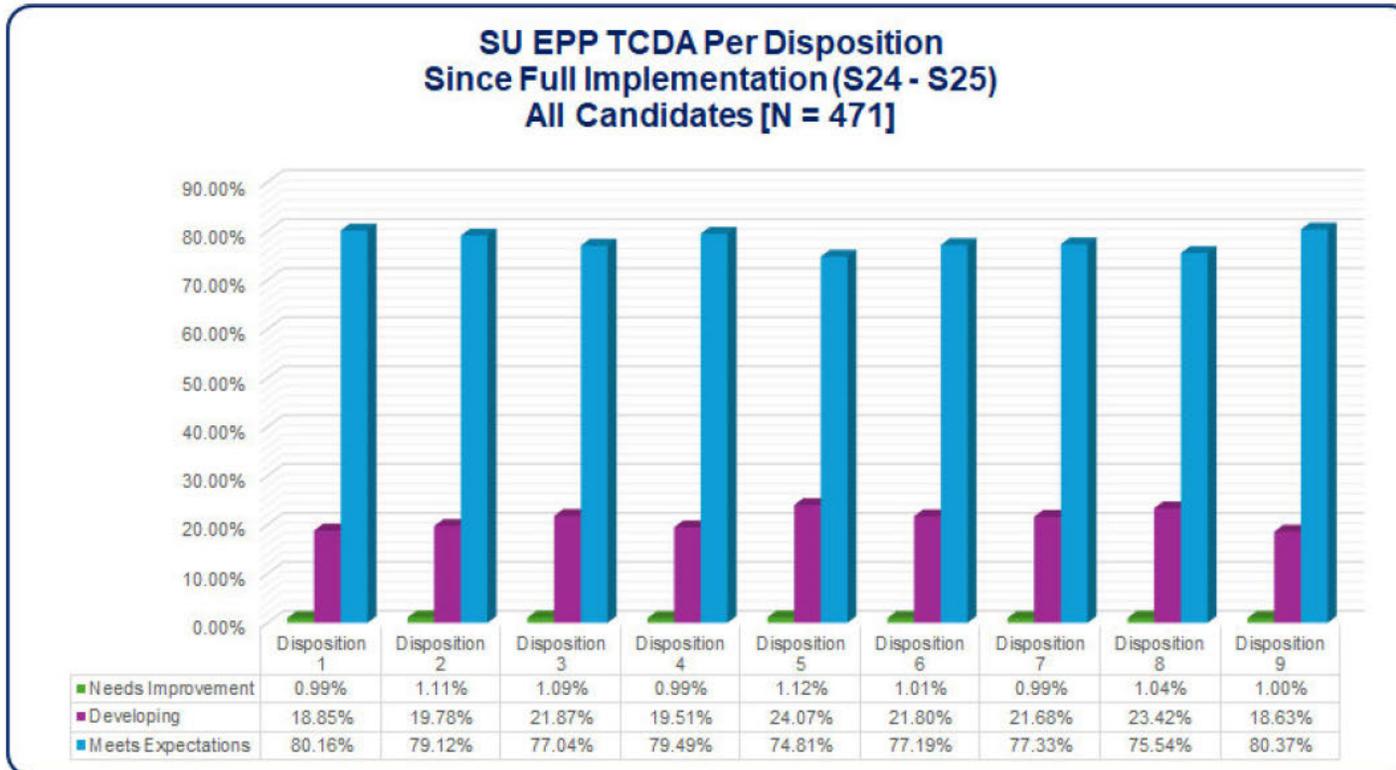
EPPC Data Report

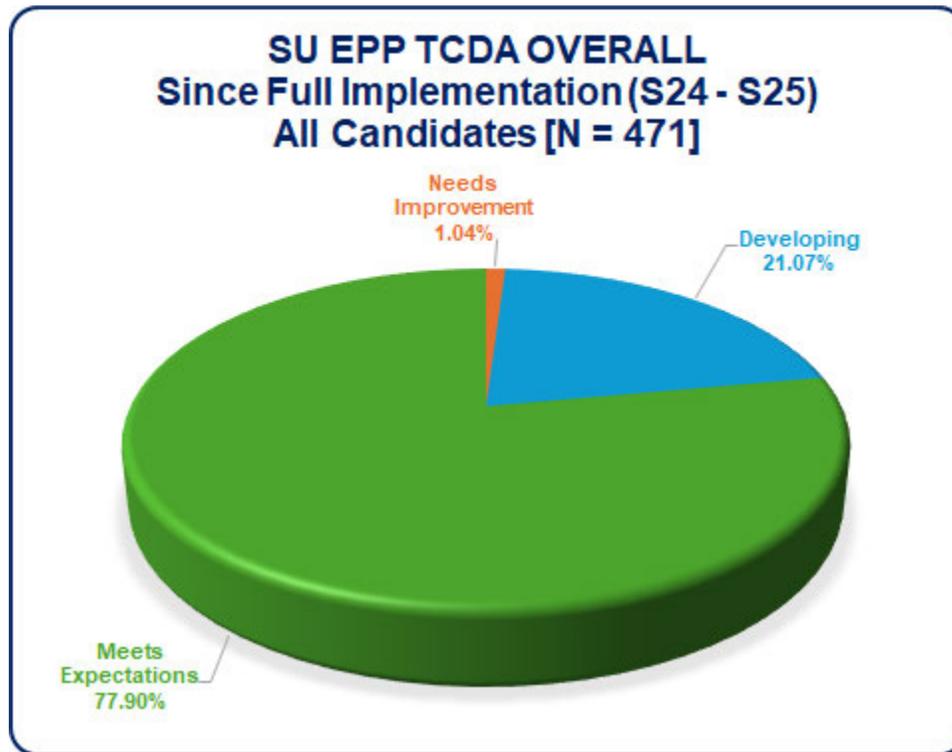
TCDA Data

Spring 2024 - Fall 2025

Shepherd University EPP Teacher Candidate Disposition Assessment (TCDA)
Data Overview / Full Implementation
Spring 2024 – Spring 2025
[Pilot Data excluded / S23-F23]

COMBINED AVERAGE TCDA DISPOSITIONAL SCORES				% Earning Scores ≥ 1 or 2
<i>[FULL SOE] SPRING 2024 (n = 108) + FALL 2024 (n = 146) + SPRING 2025 (n = 217) = [N = 471]</i>				
TCDA Disposition(s)	Needs Improvement	Developing	Meets Expectations	
Disposition 1: Demonstrates Effective Oral Communication Skills	0.99%	18.85%	80.16%	99.01%
Disposition 2: Demonstrates Effective Written Communication Skills	1.11%	19.78%	79.12%	98.89%
Disposition 3: Demonstrates Professionalism	1.09%	21.87%	77.04%	98.91%
Disposition 4: Demonstrates a Positive and Enthusiastic Attitude	0.99%	19.51%	79.49%	99.01%
Disposition 5: Demonstrates Preparedness in Teaching and Learning	1.12%	24.07%	74.81%	98.88%
Disposition 6: Exhibits an Appreciation of and Value for Diversity and Respect for Others	1.01%	21.80%	77.19%	98.99%
Disposition 7: Collaborates Effectively with Others	0.99%	21.68%	77.33%	99.01%
Disposition 8: Demonstrates Self- Regulation and Initiative	1.04%	23.42%	75.54%	98.96%
Disposition 9: Exhibits Social and Emotional Intelligence and Affective Capacity	1.00%	18.63%	80.37%	99.00%
AVERAGE All 9 Dispositions / All Indicators [N = 471]	1.04%	21.07%	77.89%	98.96%





(See complete breakdown by semester / per indicator below.)

(For direct alignment between TCDA Dispositions and InTASC, WVPTS, and CAEP Standards, see Standards Crosswalk / above.)

Spring 2024 [1 st Full Implementation] (N = 108)			
Disposition 1: Demonstrates Effective Oral Communication Skills	Needs Improvement	Developing	Meets Expectations
Indicator 1	0.00%	35.19%	64.81%
Indicator 2	0.00%	35.19%	64.81%
Indicator 3	0.00%	32.41%	67.59%
Disposition 2: Demonstrates Effective Written Communication Skills	Needs Improvement	Developing	Meets Expectations
Indicator 1	0.00%	33.33%	66.67%
Indicator 2	0.00%	36.11%	63.89%
Disposition 3: Demonstrates Professionalism	Needs Improvement	Developing	Meets Expectations
Indicator 1	0.00%	43.52%	56.48%
Indicator 2	0.93%	43.52%	55.56%
Indicator 3	0.00%	33.33%	66.67%
Indicator 4	0.00%	35.19%	64.81%
Indicator 5	0.00%	37.04%	62.96%
Disposition 4: Demonstrates a Positive and Enthusiastic Attitude	Needs Improvement	Developing	Meets Expectations
Indicator 1	0.00%	33.33%	66.67%
Indicator 2	0.00%	37.04%	62.96%
Indicator 3	0.00%	33.33%	66.67%
Disposition 5: Demonstrates Preparedness in Teaching and Learning	Needs Improvement	Developing	Meets Expectations
Indicator 1	0.00%	34.26%	65.74%
Indicator 2	0.00%	37.04%	62.96%
Indicator 3	0.93%	38.89%	60.19%
Indicator 4	0.00%	38.54%	61.46%
Disposition 6: Exhibits an Appreciation of and Value for Diversity and Respect for Others	Needs Improvement	Developing	Meets Expectations
Indicator 1	0.00%	34.26%	65.74%
Indicator 2	0.00%	34.26%	65.74%
Indicator 3	0.00%	37.11%	62.89%
Indicator 4	0.00%	34.26%	65.74%
Indicator 5	0.00%	34.26%	65.74%
Indicator 6	0.00%	32.41%	67.59%
Disposition 7: Collaborates Effectively with Others	Needs Improvement	Developing	Meets Expectations
Indicator 1	0.00%	37.96%	62.04%
Indicator 2	0.00%	36.11%	63.89%
Indicator 3	0.00%	34.26%	65.74%
Indicator 4	0.00%	34.26%	65.74%
Disposition 8: Demonstrates Self- Regulation and Initiative	Needs Improvement	Developing	Meets Expectations
Indicator 1	0.00%	37.96%	62.04%
Indicator 2	0.00%	37.04%	62.96%
Indicator 3	0.00%	37.96%	62.04%
Disposition 9: Exhibits Social and Emotional Intelligence and Affective Capacity	Needs Improvement	Developing	Meets Expectations
Indicator 1	0.00%	35.19%	64.81%
Indicator 2	0.00%	35.19%	64.81%
Indicator 3	0.00%	33.33%	66.67%
Indicator 4	0.00%	37.04%	62.96%
All 9 Dispositions / All Indicators (N = 108)	Needs Improvement	Developing	Meets Expectations
	0.05%	35.89%	64.06%

Of 108 students evaluated, 1 student scored "Needs Improvement" on any indicator (EDUC 380 / Pre-Juncture / Disposition 5 Indicator 3).

(See direct alignment between TCDA Dispositions and InTASC, WVPTS, and CAEP Standards below.)

Fall 2024 [2 nd Full Implementation] (N = 146)			
Disposition 1: Demonstrates Effective Oral Communication Skills	Needs Improvement	Developing	Meets Expectations
Indicator 1	2.05%	13.70%	84.25%
Indicator 2	2.05%	14.38%	83.56%
Indicator 3	2.05%	18.49%	79.45%
Disposition 2: Demonstrates Effective Written Communication Skills	Needs Improvement	Developing	Meets Expectations
Indicator 1	2.05%	13.01%	84.93%
Indicator 2	2.74%	20.55%	76.71%
Disposition 3: Demonstrates Professionalism	Needs Improvement	Developing	Meets Expectations
Indicator 1	2.05%	25.34%	72.60%
Indicator 2	2.05%	22.60%	75.34%
Indicator 3	2.05%	12.33%	85.62%
Indicator 4	2.05%	12.33%	85.62%
Indicator 5	2.08%	18.06%	79.86%
Disposition 4: Demonstrates a Positive and Enthusiastic Attitude	Needs Improvement	Developing	Meets Expectations
Indicator 1	2.05%	10.96%	86.99%
Indicator 2	2.05%	22.60%	75.34%
Indicator 3	2.05%	11.64%	86.30%
Disposition 5: Demonstrates Preparedness in Teaching and Learning	Needs Improvement	Developing	Meets Expectations
Indicator 1	2.05%	17.81%	80.14%
Indicator 2	2.05%	22.60%	75.34%
Indicator 3	2.05%	26.71%	71.23%
Indicator 4	2.05%	26.03%	71.92%
Disposition 6: Exhibits an Appreciation of and Value for Diversity and Respect for Others	Needs Improvement	Developing	Meets Expectations
Indicator 1	2.05%	19.86%	78.08%
Indicator 2	2.05%	21.92%	76.03%
Indicator 3	2.05%	30.82%	67.12%
Indicator 4	2.05%	21.23%	76.71%
Indicator 5	2.05%	19.86%	78.08%
Indicator 6	2.05%	11.64%	86.30%
Disposition 7: Collaborates Effectively with Others	Needs Improvement	Developing	Meets Expectations
Indicator 1	2.05%	20.55%	77.40%
Indicator 2	2.05%	21.92%	76.03%
Indicator 3	2.05%	13.70%	84.25%
Indicator 4	2.05%	11.64%	86.30%
Disposition 8: Demonstrates Self- Regulation and Initiative	Needs Improvement	Developing	Meets Expectations
Indicator 1	2.05%	22.60%	75.34%
Indicator 2	2.05%	17.81%	80.14%
Indicator 3	2.05%	23.29%	74.66%
Disposition 9: Exhibits Social and Emotional Intelligence and Affective Capacity	Needs Improvement	Developing	Meets Expectations
Indicator 1	2.07%	15.17%	82.76%
Indicator 2	2.07%	14.48%	83.45%
Indicator 3	2.07%	16.55%	81.38%
Indicator 4	2.07%	13.10%	84.83%
All 9 Dispositions / All Indicators (N = 146)	Needs Improvement	Developing	Meets Expectations
	2.07%	18.39%	79.53%

Of 146 students evaluated, 3 students scored "Needs Improvement" across all dispositions/indicators in EDUC 320, two students have withdrawn from the university and the third is successfully repeating the course in Spring 2025 with much improved dispositions. One student scored "Needs Improvement" in EDUC 380 on one disposition/indicator (Pre-Juncture / Disposition 2 Indicator 2). All students scoring at "Developing" were at requisite level as per TCDA progression in program.

Spring 2025 [3rd Full Implementation] (N = 217)			
Disposition 1: Demonstrates Effective Oral Communication Skills	Needs Improvement	Developing	Meets Expectations
Indicator 1	0.92%	4.61%	94.47%
Indicator 2	0.92%	11.52%	87.56%
Indicator 3	0.92%	4.15%	94.93%
Disposition 2: Demonstrates Effective Written Communication Skills	Needs Improvement	Developing	Meets Expectations
Indicator 1	0.92%	5.99%	93.09%
Indicator 2	0.92%	9.68%	89.40%
Disposition 3: Demonstrates Professionalism	Needs Improvement	Developing	Meets Expectations
Indicator 1	1.40%	11.16%	87.44%
Indicator 2	0.92%	8.76%	90.32%
Indicator 3	0.92%	5.53%	93.55%
Indicator 4	0.92%	2.30%	96.77%
Indicator 5	0.92%	17.05%	82.03%
Disposition 4: Demonstrates a Positive and Enthusiastic Attitude	Needs Improvement	Developing	Meets Expectations
Indicator 1	0.92%	4.15%	94.93%
Indicator 2	0.92%	18.89%	80.18%
Indicator 3	0.92%	3.69%	95.39%
Disposition 5: Demonstrates Preparedness in Teaching and Learning	Needs Improvement	Developing	Meets Expectations
Indicator 1	0.93%	4.21%	94.86%
Indicator 2	0.95%	17.06%	81.99%
Indicator 3	0.93%	6.94%	92.13%
Indicator 4	1.52%	18.69%	79.80%
Disposition 6: Exhibits an Appreciation of and Value for Diversity and Respect for Others	Needs Improvement	Developing	Meets Expectations
Indicator 1	0.93%	8.33%	90.74%
Indicator 2	0.96%	13.46%	85.58%
Indicator 3	1.01%	20.60%	78.39%
Indicator 4	0.95%	9.52%	89.52%
Indicator 5	1.00%	6.50%	92.50%
Indicator 6	1.01%	2.01%	96.98%
Disposition 7: Collaborates Effectively with Others	Needs Improvement	Developing	Meets Expectations
Indicator 1	0.92%	23.50%	75.58%
Indicator 2	0.92%	15.67%	83.41%
Indicator 3	0.92%	5.99%	93.09%
Indicator 4	0.92%	4.61%	94.47%
Disposition 8: Demonstrates Self- Regulation and Initiative	Needs Improvement	Developing	Meets Expectations
Indicator 1	1.38%	15.67%	82.95%
Indicator 2	0.92%	7.83%	91.24%
Indicator 3	0.92%	10.60%	88.48%
Disposition 9: Exhibits Social and Emotional Intelligence and Affective Capacity	Needs Improvement	Developing	Meets Expectations
Indicator 1	0.92%	4.61%	94.47%
Indicator 2	0.92%	9.68%	89.40%
Indicator 3	0.92%	3.23%	95.85%
Indicator 4	0.92%	5.99%	93.09%
All 9 Dispositions / All Indicators (N = 217)	Needs Improvement	Developing	Meets Expectations
	0.98%	9.48%	89.55%

Of 217 students evaluated, 2 students scored "Needs Improvement" across all dispositions/indicators in EDUC 320.

One of the students withdrew from the course before the deadline but was still assessed on the TCDA via iRubric; the student is repeating the course in Fall 2025.

The second student earned an I/F in the course and has not yet registered to retake it, although they are still registered within the EPP.

(A few students were not scored on some indicators for which instructors designated behaviors were "not observed.")

All students scoring at "Developing" were at requisite level as per TCDA progression in program.



SHEPHERD
UNIVERSITY

EPPC Data Report

Standard R2 Data

2023 - 2025



SHEPHERD
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Cooperating Teacher Exit Survey

R2 Data

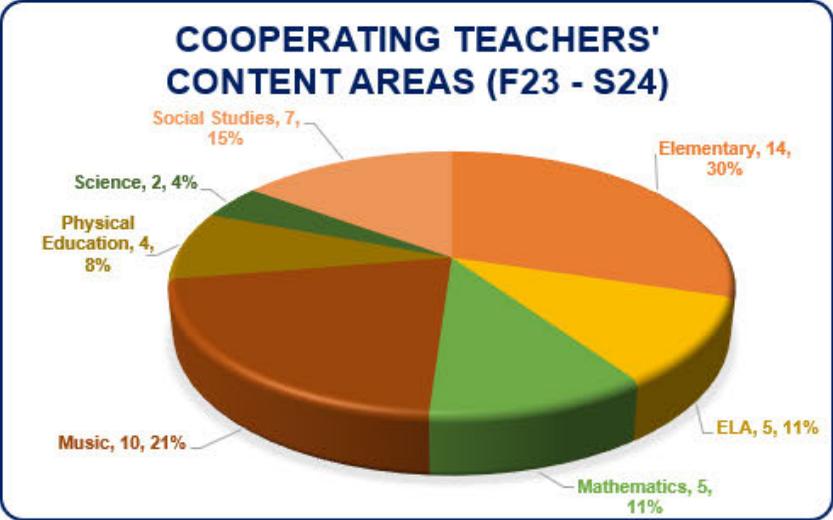
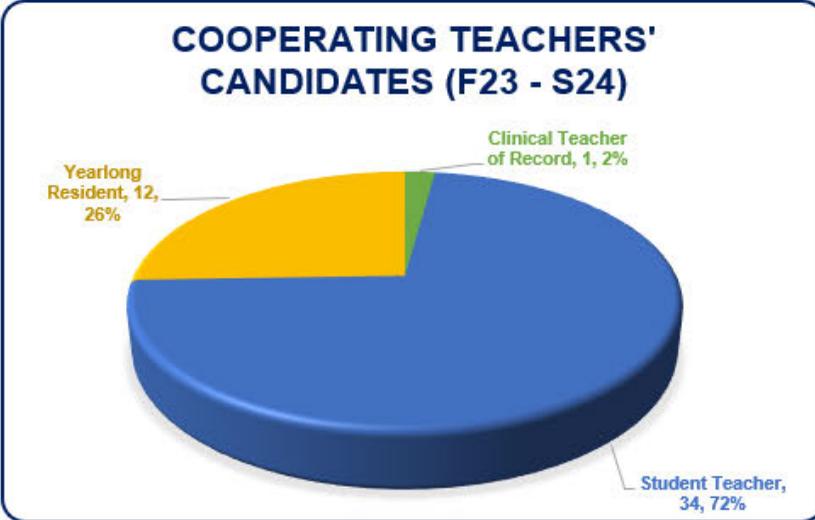
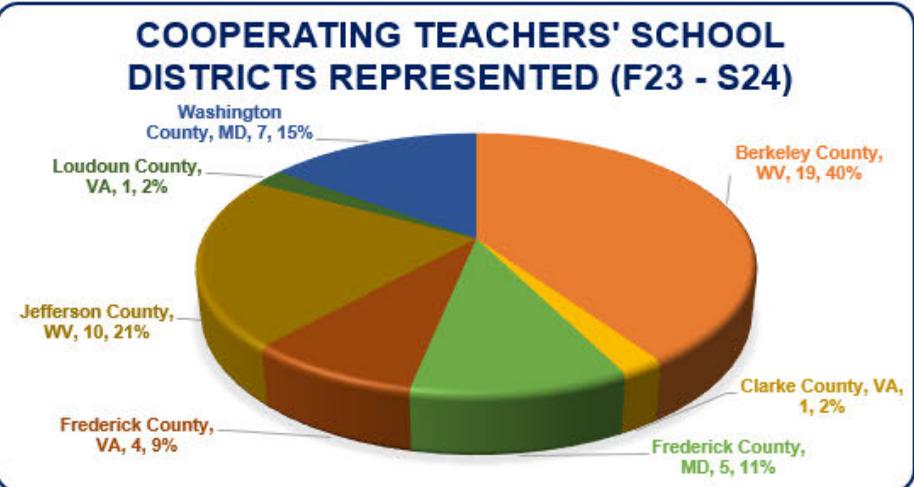
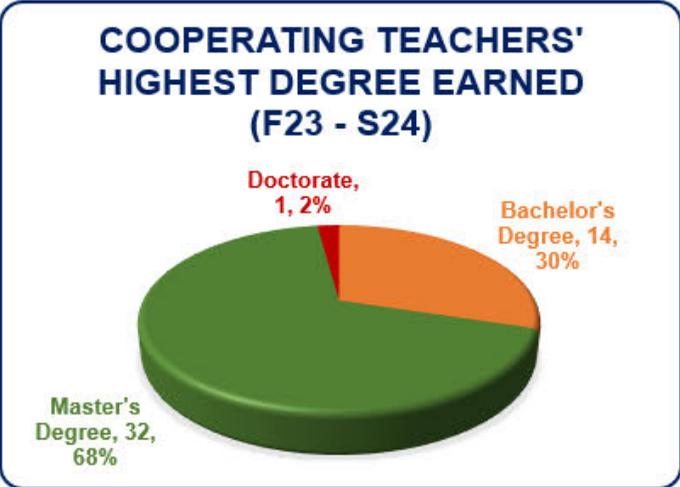
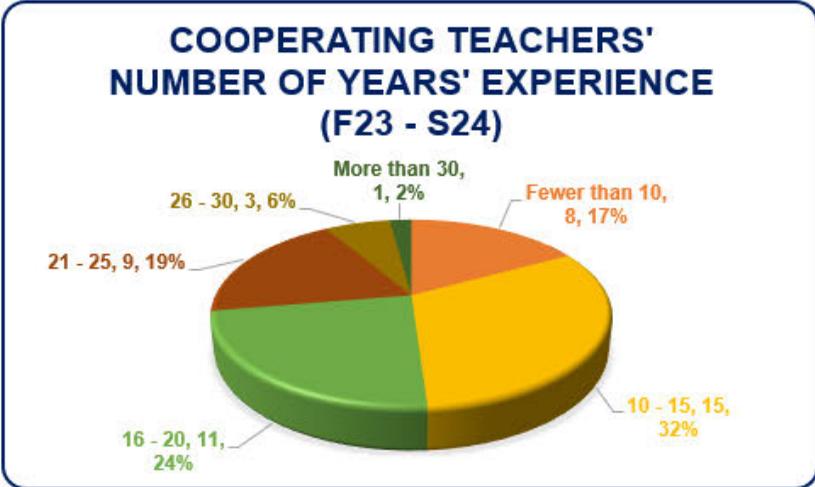
Fall 2023 – Spring 2025

Shepherd University EPP Cooperating Teacher Survey Data Overview [F23 – S24]

Rated Item(s)	N = 47						Overall % "Yes"
	F23 = 14			S24 = 33			
Did the university supervisor or course instructor invite you to contact him/her with questions or concerns?	Yes		No				91.49%
	F23	100%	F23	0%			
	S24	87.88%	S24	12.12%			
Do you feel you received adequate support from Shepherd University during the field experience?	Yes		No		Maybe		74.47%
	F23	85.71%	F23	7.14%	F23	7.14%	
	S24	69.70%	S24	6.06%	S24	24.24%	
Were expectations clear and reasonable in regards to time required of you to provide verbal and written feedback to the teacher candidate and for completing any required documents?	Yes		No		Maybe		82.98%
	F23	92.86%	F23	0%	F23	7.14%	
	S24	78.79%	S24	9.09%	S24	12.12%	

Type(s) of Contact	N = 47				
	F23 = 14		S24 = 33		
After being asked to host a student by your administrator, what contact did you have with Shepherd University before the teacher candidate arrived? (Check all that apply)	None	Email from FPC	Email from US/Instructor	Visit from US/Instructor	
	4.17%	56.25%	37.50%	2.08%	
You should have received a copy of the Cooperating Teacher Checklist. In which format did you receive this document? Mark all that apply.	Email		Hard Copy from Candidate		Hard Copy from US/Instructor
	85.11%		12.77%		2.13%
You should have received a copy of the Cooperating Teacher Expectations that summarized in one-page Shepherd University's expectations for cooperating teachers, student teachers, and university supervisors. How did you receive this document? Mark all that apply.	None	Email	Candidate	Supervisor	Not Sure What This Is
	0%	87.50%	8.33%	4.17%	0%

Shepherd University EPP Cooperating Teacher Survey Data Overview [F23 – S24]



Shepherd University EPP Cooperating Teacher Survey Data Overview [F23 – S24]

- This was a very positive experience for me personally, but I also think that it could be because of the wonderful student teacher that was placed in my classroom this year.
- I generally feel like there's extremely limited contact from supervisors at Shepherd and from the student teacher's mathematics observer. I don't agree with the fact that the observer/supervisor from the university ONLY visits via video. There's no communication about how the student did the first placement, what they're working on, and no ability to give that supervisor feedback.
- I think it would help for mentor teachers to at least meet/discuss the student and the program expectations instead of only receiving an email with attached documents.
- My experience this year was wonderful. The supervisor from Shepherd was readily available, supportive, and kind. The student teacher was prepared, knowledgeable, and organized. This has not always been the case in the past.
- I enjoy doing this. I love having your students join our classroom community.
- I have been doing this for several years and I have good experiences and interactions with the University and its student teachers.
- It has and continues to be a good experience.
- I believe the overall experience went well. There were quite a few emails to sift through with lots of information.
- Overall, I thought it was great! I did not expect to receive any compensation for this, so I think it's wonderful SU provides something. However, I actually never received the \$150 as offered. Perhaps I made an error somewhere. Otherwise, I found the experience to be very worthwhile.
- It was a pleasant experience, but I was not given the opportunity to talk with her observer.
- Overall, I had a positive experience.
- I personally did not enjoy this placement due to the fact that I did not feel that my year long resident really gained the appropriate experience of what it is like to be a teacher. Due to the co-planning and co-teaching component of the year long residency, my student teacher NEVER took over the classroom for a full week all on her own one week let alone over multiple weeks. She was always hesitant to jump in and teach a lesson. I tried to talk her out of being in 5th grade for the second half of her placement but she insisted on staying in 5th.
- I had a wonderful experience and would have another student teacher in the future.
- Good
- It's tricky for me to give a rating. My biggest concern the entire time was that I didn't feel confident that my teacher candidate was ready to become a teacher. I reached out quite a bit with concerns and tried to share my concerns on the STOT. It felt like my teacher candidate wasn't getting the support that he needed from the university. I wasn't quite sure where my role ended and where the university could have stepped in to help him more and motivate him to do more. Also, communication was a challenge. I wasn't a part of the email chain until December so I missed out on some information that would have been helpful (for example, the training video). Then, at the end of the year with the hours. It seemed like it was difficult for either of us to get a straight answer. I am friends with someone who went through the Shepherd program maybe 7-8 or so years ago (which is why I was eager to accept). When I shared things with her she was shocked that there was so little communication and monitoring of my teacher candidate compared to when she went through the program.
- Fine. I still believe that students should do their elementary placement prior to secondary.
- Everything went just fine.
- I was surprised at the limited contact with the University supervisor, only contact was in person during the 2 observations.
- I've been a cooperating teacher for many years, so I am comfortable with the process and know what to expect. I also have a good rapport with Dr. Allen. I know that I can reach out to him or Ms. Baker if I have any concerns or questions.
- 7
- It was a great experience.
- Great
- This is the second student teacher that I've had from Shepherd University, and both times have been a very positive and educational experience.
- Fair
- 10/10
- It was an interesting experience. My student teacher lacked motivation to improve particularly in lesson preparation and classroom management. I strongly feel after he knew he has passed EDTPA he could just coast through the actually teaching part because it was so little of his grade.
- I had a good experience hosting a student teacher from Shepherd University. However her supervisor never came for a in person observation.
- very enjoyable, learning experience
- 9/10
- I so enjoy having student teachers in my room. The year residency was a new thing to navigate and there were definitely some kinks, but I enjoyed it.
- Favorable.
- 6

Shepherd University EPP Cooperating Teacher Survey Data Overview [F23 – S24]

Q14: What suggestions do you have for us to improve the student teaching experience for cooperating teachers?

- The only part of the Student Teaching experience I did not like was that the supervisor was virtual. I do not think this was an effective way of supervising because she could not see the whole classroom or hear everything that was going on.
- Make the elementary music placement longer - because of our spring break week and other professional days off it is really only a 5 week placement in terms of being front-facing with students.
- Check in weekly, just a general statement of an email.
- I wish they were with us longer.
- Ensure the supervisor coming to observe is aware of the cooperating teachers schedules and adheres to those. Ensure their communication is correct instead of multiple emails on the same thing. Ensure they check the district calendar to ensure dates are correct when trying to plan an observation.
- Better communication
- Provide a clear timeline for taking over teaching. This may be something that needs to be completed with the supervising professor, student teacher and cooperating teacher.
- None, once I got the checklist and expectations everything was clear and easy to manage.
- Nothing obvious that comes to mind.
- More time.
- Some of the standards seem repetitive and or difficult to understand especially for a new teacher. I found myself struggling to explain them to my student teacher. Maybe examples or other wording would be helpful.
- I feel that in order to better assist the student teachers, especially those in the year long residency program that will be taking Dr. Johnson's course, the cooperating teachers be given a copy of the mandatory lesson plan format and rubric to better assist the student teacher. I also feel that when student teachers are picking a specific assignment to present (ex Anticipation Guide) that the ability to change content of that assignment be allowed.
- Better communication would make a world of difference. Emails with 10 different attachments are unclear and leave room for confusion.
- I wish that the experience could be longer than 7 weeks-with this experience, and a student teacher that I had last year, at the end of the 7 weeks, I felt that some "light-bulb" moments were beginning to happen, and it was discouraging that they immediately needed to move on. Additionally, as future music teachers, it would be beneficial for my student teachers to have the opportunity to conduct/perform a concert with my students, but a Jan-March does not really allow for that.
- See above answer. Additionally, there seems to be a small disconnect with the requirements for all student teachers verses content specific requirements. The guidebook is for all student teacher, but some content did not apply to my student teacher in her content area.
- None that I can think of
- Maybe facilitating a meeting between candidates and cooperating teachers before the start of the semester to discuss in person what expectations would be.
- Require observers to visit the students AT LEAST one time in person. You can't get the full scope of their teaching just by watching online.
- Having a student teacher for only 7 weeks (spring semester) was a little challenging because we had spring break to work around. It really was not adequate time to cover everything that needed completed.
- I have have had decicted student teachers thus far that have informed me of all expectations for themselves and me.
- more cooperating teacher need to understand the time investment required for 1 year residents
- For the year long residency program, matching compatible cooperating teachers and residents is key. A bad matchup would make for a super difficult year for both.
- Maybe try to streamline the information provided. Sometimes it was hard to figure out where I was suppose to fill things out and where I was just suppose to read.
- I do not have any suggestions at this time.
- More information on who is observing and what they expect while observing in terms of talking with student teacher or cooperating teacher.
- I would like to have clarification/examples for the observation form.
- For the future, I would suggest that it is a requirement of the cooperating teacher and student teacher to complete a weekly responsibility calendar so that each person knows what is their responsibility is each week. I would also like to suggest the the co-teaching stops after a certain amount of weeks due to the fact that co-teaching is not always at the elementary level as compared to secondary. Student teachers need the experience of teaching weeks without any support as if it were there own and time to reflect on their lessons.
- I would like to have a clear schedule breakdown of what the student teachers are supposed to be teaching when. My student teacher was very organized and was able to share this information with me but, there may be other students in the future that do not have this organizational skills. (week 1 teach small group, week 2 small group and reading etc.)
- None that I can think of
- I think it would help if the professors were more involved in the field experience. My professor observed those of us in his charge and was able to adjust the instruction to match our needs. Plus, he was more familiar with our requirements so when he did observe, he was able to answer questions and be more informative to my cooperating teacher and to me as the teacher candidate. The field observer

Shepherd University EPP Cooperating Teacher Survey Data Overview [F23 – S24]

was fine and wanted to be helpful but she really didn't know what my teacher candidate was required to do. I also think it would have been helpful if she observed at a variety of times during the day. Perhaps if Frederick County, MD is too far away, don't let the teacher candidates come here as a placement. I think it also would have been helpful if the field observer dropped in unexpectedly because she would have gotten a better idea of how unprepared my teacher candidate typically was.

- Make sure evaluations for student teacher are emailed at the correct times.
- My student teacher was confused on some of the paperwork, I would focus on making required documents and deadlines crystal clear in a time of very high stress for teacher candidates, finishing EdTPA & student teaching at the same time finishing other campus/course duties is difficult.
- I don't think the rubrics used for evaluation are practical. The focus should be on planning and delivery of instruction. That has to happen before one can add in the other factors.
- None
- Much better classroom management 2. More time in the classroom 3. Higher Expectations 4. Less focus on EDTPA
- Have supervisor do an inperson visit and I think the evaluation document could be more relevant to Physical education student teachers.
- to have them for a longer period of time
- Really think about this residency. At the beginning the amount of course work required on top of student teaching responsibilities was a lot!
- It never feels like enough time. Since my certification area is K-12, I only had 6 weeks with my teacher candidate. (We lost a week to Thanksgiving break) In the elementary setting, that does not provide a lot of time to acclimate student teacher's and allow them to gradually take over classes. My classes only come to music once per week. It may be helpful to adjust the halfway point in favor of the elementary placement....since secondary students often have class every day or every other day.
- I student taught many years ago in another state (Michigan), but I did not have any requirements or obligations to my university other than creating a unit plan while I student taught. The classes on resume building, etc. happened BEFORE student teaching began. I feel bad for the student teachers having to go to class for 3 hours on a Wednesday nights, submit weekly HW to Shepherd, complete EDTPA....all while being expected to study our teacher manuals, standards, lesson plan and prep, grade papers, etc. I don't think a student teacher can be fully devoted to teaching while all of the university homework is being assigned. It pulled my student teacher away from what she should have been doing and that part was not a good experience. The rest of it was a good experience. I appreciated the communication, documents, emails, check-ins.

Q16: Do you have any feedback on virtual supervision that you'd like to share?

- I like in-person visits - I would not like to see it change to virtual.
- It is really hard for a supervisor to see the relationship the student teacher has with students, as well as classroom management.
- You can only get 100% of a teacher by observing in person.
- If the student teacher is getting what they need from the experience then it is working. I think the communication between the student teacher and university supervisor is key.
- If this means that the student teacher would be observed virtually - I think in person is ALWAYS better.
- "My student teacher had a university supervisor who was completely virtual and I feel that this was a severe injustice to my student teacher. Virtual observations will never be a good replacement for actual, in-person evaluation. A camera system that malfunctioned more than half of the time does not catch student behaviors or up close interactions. The sound quality was spotty at best, leaving it hard to truly evaluate the student teacher while giving instruction and working with small groups. Likewise, an online evaluator doesn't have the opportunity to talk to students, check on the organization of the student teacher, or communicate with school professionals about the student teacher's progress. I feel that my student teacher was actually unfairly evaluated at one point in time because of the virtual supervision because the supervisor did not have the opportunity (or did not make the time) to talk to me as the CT and check on where my particular students were and what individual learning needs they might have. Additionally, when it came to applying for teaching jobs, my student teacher actually had a hard time finding SU education faculty to write her the needed 2nd letter of recommendation because they said they hadn't see her teaching in the classroom. One would think that the university supervisor would be a good option for this, but the virtual supervisor also expressed concern with writing the letter as they felt it would be better if it came from someone who had seen the student teaching in person.
- I was VERY unimpressed with the use of virtual supervision throughout the entirety of the student teaching experience. As a Shepherd University graduate, I had a wonderful working relationship with my university supervisor and really appreciated being able to meet and talk with him in person. It is a shame that my student teacher did not have this same opportunity. I strongly believe SU needs to rethink the strategy of using virtual supervisors moving forward. If this type of supervision were to continue, I would likely no longer recommend SU to individuals looking to become science educators. It is also possibly that I would decline to host a student teaching candidate in the future if I was still going to be the only person observing the student teacher in person. "
- If this means that a student teacher gets evaluated by a university supervisor only virtually and not in person, I think that is not really helpful. There is a lot to see in an elementary classroom, and in-person evaluations are the best. It is also helpful for the cooperating teacher to meet the university supervisor in person. Having a supervisor available for email or a question on a Google Meet is fine, but a virtual observation is not really that helpful.
- There is absolutely no contact with the supervisor to mentor teacher if it is virtual.
- All I got told from my student teacher is that the supervisor praised him and said he did wonderful; I think there were things he needed to work on but there wasn't really an opportunity to discuss anything with the university to get on the same page or help to support the student teacher together with targeted feedback. "

Shepherd University EPP Cooperating Teacher Survey Data Overview [F23 – S24]

- Virtual supervision does not allow for an overall experience. There are often factors that are not able to be observed from a virtual point of view.
- I am not sure what you mean by virtual supervision.
- Most of our supervision has been in person
- I think that in-person supervision would work best for all. When my student teacher was being observed, the observer was limited in how much of the room they could see. I think getting the whole classroom experience would be most beneficial for feedback to the student teacher.
- It was very difficult for the supervisor to see and hear all that actually happens in the classroom. It is important for them to observe in person.
- It might be nice on an occasional basis or to help with maybe a "check in" here or there but it should not be the only form of observation. I think it would be too difficult to get a clear idea of how the student teacher is performing.
- Not in favor...
- After teaching virtually I can't say I recommend this. There is so much nuance to teaching that would be missed.
- I'm not a big fan of anything virtual. I believe that seeing people face to face and observing body language and facial expressions clearly is important.
- It doesn't provide a full picture of what is happening in the room or allow for a conversation between all parties.
- I feel that an in person visit to observe the student teacher is beneficial to the student teacher.
- I just don't think you can see enough and get a true feel of how the class/student teacher was doing. But, I understand it's the only option sometimes.

Q17: Do you have any additional feedback you would like to share?

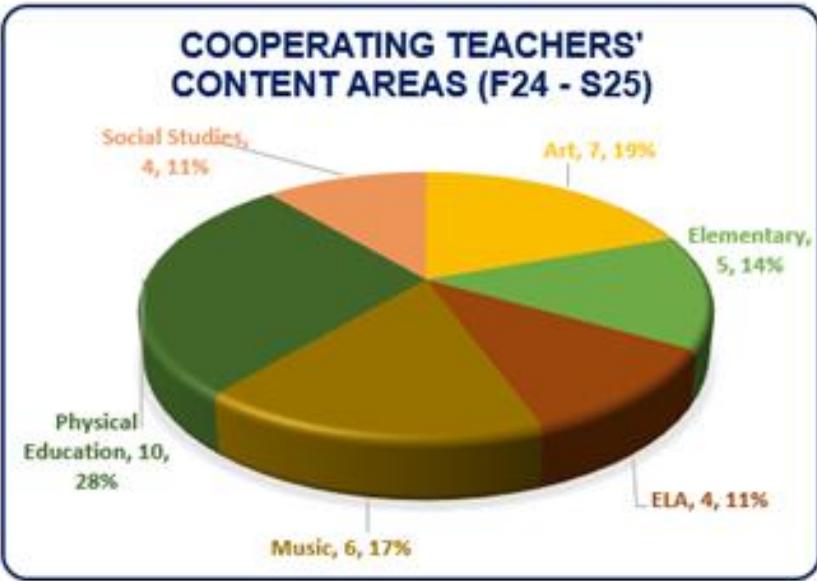
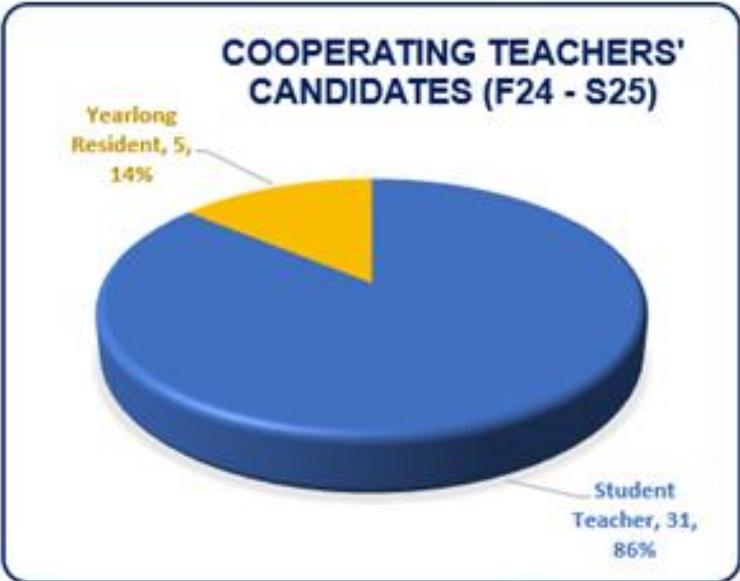
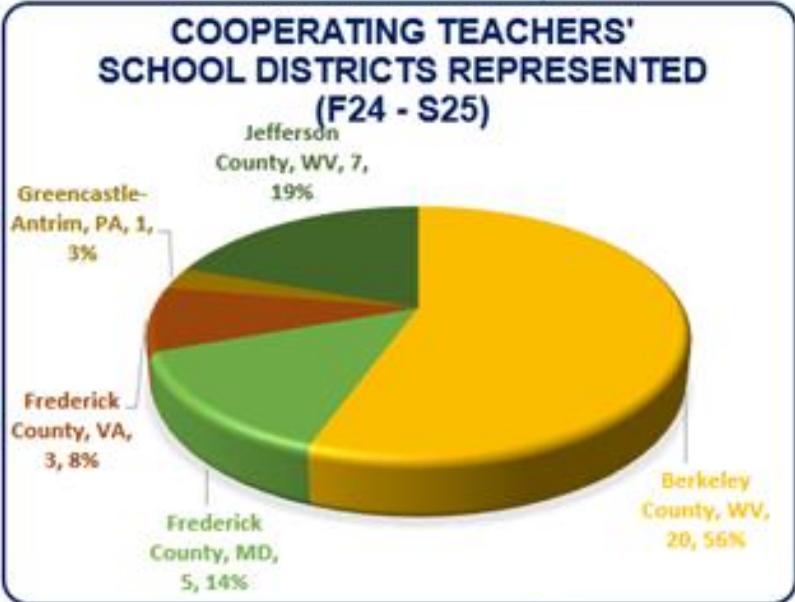
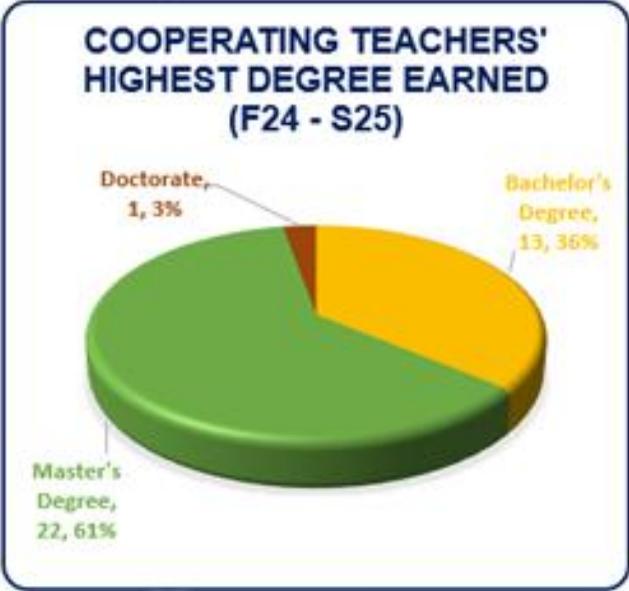
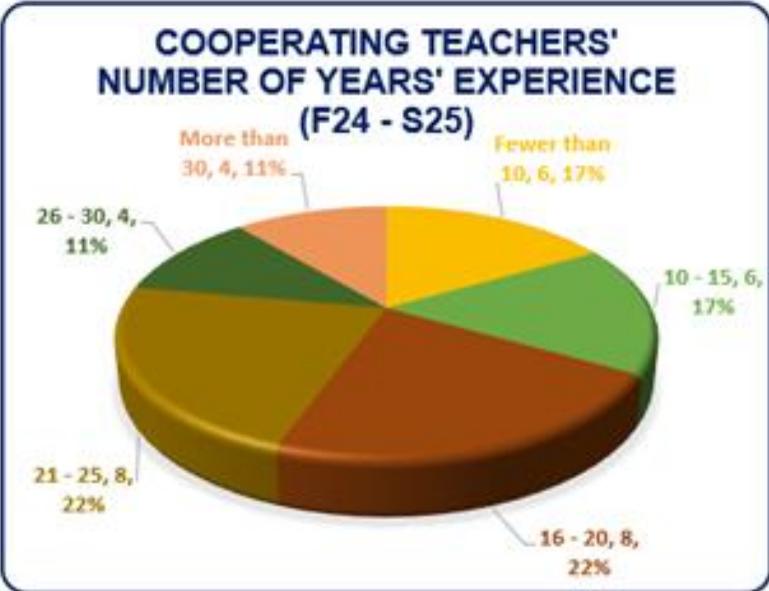
- Thank you for being a great University to work with!
- Again, the experience was good for me. My student teacher was prepared and me and my students enjoyed having her as part of our class.
- Thank you for asking me to be a cooperating teacher this year. I would definitely do it again. I enjoy working with young people, but also find it helps me be more evaluative with my own teaching. Thanks.
- I feel like there's not much reciprocity and the lack of community to the cooperating teacher/lack of inquired feedback about the student makes it feel like the university doesn't actually care what we think. Just fill out an online form and we don't need to hear from you is the general vibe received.
- It would be nice if student teachers were fluent on the technology we use in the classroom. For instance, all K-2 classrooms in Berkeley County use Seesaw to create and use lessons. Being familiar with that platform would be beneficial.
- It has been a wonderful program where the cooperating teacher and student teacher both learn from each other.
- I'm happy to continue hosting student teachers from S.U.
- For the year long residency program, matching compatible cooperating teachers and residents is key. A bad matchup would make for a super difficult year for both.
- I would like to see Shepherd become a more organized University where the students have details and knowledge about assignments and requirements. A lot of things change throughout the semester and those changes are communicated in a late manner majority of the time. I personally need a break from hosting any resident teacher so I really hope details and organization can be better for the next classroom teacher that decides to host a student teacher or any pre-d student.
- I think I covered most of it in #14. I think it might also be worth it to take a look at the STOT and ensure that it gives you information that you actually want. I'm not sure that rubric really matches the experience of a teacher candidate. It was sometimes very vague and very hard to apply to situations in the classroom.
- Student teacher was well prepared.
- If student teachers miss more than the allotted days, they need to make up the time.
- Much better classroom management 2. More time in the classroom 3. Higher Expectations 4. Less focus on EDTPA
- Be sure professors understand the difference in a regular student teaching placement and a residency! Some seemed to have a hard time adapting their course work/class to the residency format.
- It was difficult when I expected to have 3 more weeks with my student teacher in December- to wrap up rapport with the class, allow my student teacher to have time to solo teach after all of her Shepherd Requirements/projects/HW were completed. And suddenly we received an email from Shepherd saying she could be finished the next day. It was very abrupt and unexpected.

Shepherd University EPP Cooperating Teacher Survey Data Overview [F24 – S25]

Rated Item(s)	N = 36						Overall % "Yes"
	F24 = 8			S25 = 28			
Did the university supervisor or course instructor invite you to contact him/her with questions or concerns? (Q9)	Yes		No				92%
	F24	87.5%	F24	12.5%			
	S25	92.86%	S25	7.14%			
Do you feel you received adequate support from Shepherd University during the field experience? (Q11)	Yes		No		Maybe		78%
	F24	75%	F24	25%	F24	0%	
	S25	78.57%	S25	0%	S25	21.43%	
Were expectations clear and reasonable in regards to time required of you to provide verbal and written feedback to the teacher candidate and for completing any required documents? (Q12)	Yes		No		Maybe		89%
	F24	75%	F24	0%	F24	25%	
	S25	92.86%	S25	7.14%	S25	0%	

Type(s) of Contact	N = 36				
	F24 = 8		S25 = 28		
After being asked to host a student by your administrator, what contact did you have with Shepherd University before the teacher candidate arrived? (Check all that apply) (Q7)	None	Email from FPC	Email from US/Instructor	Visit from US/Instructor	
	0%	87.5%	25%	12.5%	
	0%	89.29%	46.43%	17.86%	
You should have received a copy of the Cooperating Teacher Checklist. In which format did you receive this document? (Q8)	Email		Hard Copy from Candidate	Hard Copy from US/Instructor	
	87.5%		12.5%	25%	
	89.29%		25%	3.57%	
You should have received a copy of the Cooperating Teacher Expectations that summarized in one-page Shepherd University's expectations for cooperating teachers, student teachers, and university supervisors. How did you receive this document? Mark all that apply. (Q10)	None	Email	Candidate	Supervisor	Not Sure What This Is
	0%	87.5%	12.5%	25%	0%
	0%	92.86%	14.29%	7.14%	3.57%

Shepherd University EPP Cooperating Teacher Survey Data Overview [F24 – S25]



Shepherd University EPP Cooperating Teacher Survey Data Overview [F24 – S25]

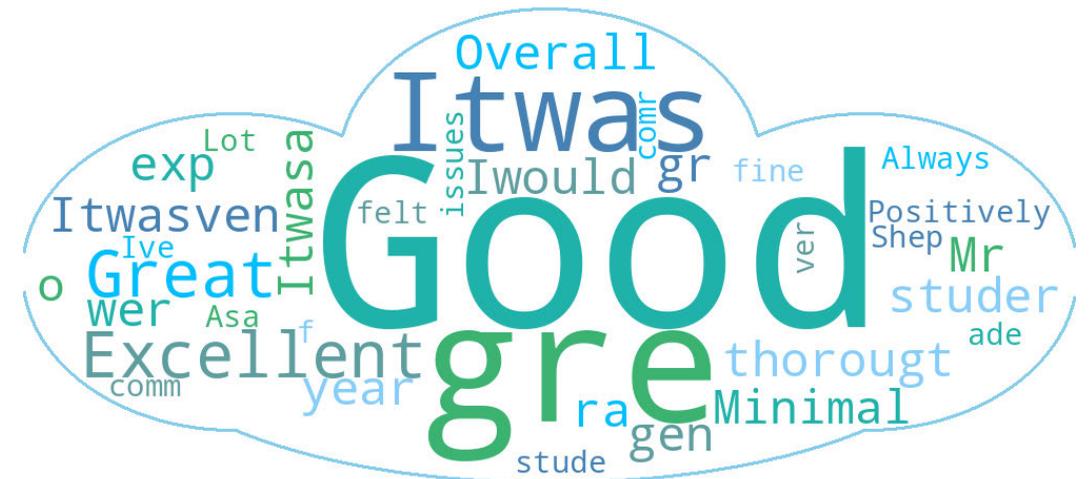
Qualitative Survey Responses (F24 – S25):

Q13: How would you rate your overall experience as a cooperating teacher with Shepherd University?

- 9/10
- I had a great experience, but I think student teachers need to spend more time in the classroom.
- I thoroughly enjoyed being a cooperating teacher.
- good
- There were many attachments to look over. Having one document with everything would be nice. That way the student teacher can just hand us that one document of everything. Not having to look at syllabuses for what they should be doing during their student teaching time.
- Mr. Engle was a great student teacher. He was well prepared and did an excellent job.
- It was very pleasant, and communication between myself and the university was clear and meaningful.
- It was generally a positive experience. I could have used another reminder of deadlines for the STOT as I think I may have missed the first midterm deadline.
- I had a great experience. My student teacher was excellent. The contacts from Shepherd were helpful and answered any questions that I had.
- Overall, it was successful. I hosted a very capable student teacher who did well and required minimal input.
- My student teacher was well prepared for his experience.
- Excellent
- Very good this year. I had a good student teacher this time around.
- Great experience with my student teacher and Shepherd
- It was a great experience.
- I would rate it as excellent. Clear expectations and guidance was established. Follow up emails and communication were fine in a timely manner.
- Excellent experience.
- This year it was a great experience
- Minimal contact but I have no complaints.
- Positively
- I had a very enjoyable experience hosting my student intern this year!
- 10/10
- Ive been working with the university for years now. Everything seems fine.
- it was fine
- Great!
- Good
- It was adequate

Shepherd University EPP Cooperating Teacher Survey Data Overview [F24 – S25]

- "As a Shepherd graduate myself, I was initially excited and very hopeful for this experience. I realize this is the first year for the year-long residency program, but I feel it was disjointed and confusing.
- This teacher candidate was less prepared than others that I have worked with from many different universities. She was not able to explain some of the requirements to me herself and seemed to have very little content knowledge in language arts. She explained that she often had to contact her advisor because the expectations were also unclear to her. The requirements of the EdTpa project seemed to require a lot of time and created a lot of stress during the semester in which she should have assumed full responsibility of the classroom and planning/teaching.
- The student teaching website was down and when I contacted Ms. Baker about this, I never received a response.
- On a positive note, the supervising teacher (Mrs. Mumpower) who was assigned to us was very friendly, helpful, and understanding. She indicated that she also had many questions about parts of the program.
- Being placed in a year-long residency should have provided the teacher candidate with MORE time to learn and grow as a teacher. From what was shared with me by the teacher candidate, she was still required to complete quite a bit of classwork and projects that detracted from her time and ability to grow in her understanding of classroom management, planning, and instructional strategies while she was in the classroom with me.
- Once she began working on her EdTpa project during the second semester, she was not able to continue with the overall planning and teaching that could have been taking place. In all, she was only able to complete three weeks of complete classroom takeover. This is much less than what all my other teacher candidates (from any school) have completed in the past.
- The year-long residency seems to be a good idea in theory; however, it appears there are many questions and logistics that need to be figured out in order to make it a more successful program. "
- The communication was consistent and clear.
- Always a pleasant experience.
- No issues to speak of.
- Good! Lots of support from university supervisor with issues that occurred.
- Good
- 7/10
- The student teacher and I worked well together. I was disappointed by the lack of apparent support from his supervising teacher. I literally met her the first time on "a whim" and it was for approximately 3 minutes.
- I felt communication needed improvement. I emailed a few times without response or the response was too late.



Shepherd University EPP Cooperating Teacher Survey Data Overview [F24 – S25]

Q14: What suggestions do you have for us to improve the student teaching experience for cooperating teachers?

- Wish I had them for longer than 7 weeks.
- Student Teachers need to be in the classroom longer! 7 weeks is not enough.
- From my experience with my 2 student teachers so far, I feel the students need more support and guidance for class management and teaching the behaviors/procedures that we use in real world classroom experience. We could have used more time to develop some of those things.
- I would just ask for more guidance regarding the expectations from the SU Education Program, when hosting a student teacher.
- I have always been a fan of having the student teachers start a placement or at least spend the first 10 days in the opening of a school for the school year to see gradebooks, classroom management, learning management systems, lunch/cafeteria expectations, etc.
- It might be a good idea to have the student teacher observe at the school at least one time prior to the student teacher placement.
- I do not think the EdTPA is effective. I think it is too much for the student teachers and doesn't help them become good teachers.
- Maybe more of a guideline of what exactly they want their student teachers to experience in the field
- A pay raise. Comparing the amount of tuition the student pays and the stipend the cooperating teacher receives, the ratio is unbalanced.
- Do give update dates for Spring semester deadlines
- My only concern were the visits. My intern was never aware of when she was being observed. I feel it should have been communicated more clearly.
- For year long have students here with the school calendar as far as starting and breaks.
- They need more time in the field in one location, not two separate locations
- Provide a timeline of expectations for student teacher for cooperating to follow
- Please place students who are perusing position in that grade level with appropriate teachers (ie my student intern was not interested in teaching in my grade level yet it was her final teaching internship
- More contact with the supervisor.
- Maybe more one on one conferences with just the cooperating teacher and then exit conference with all parties.
- Make students know the expectations before starting, such as dress code, time to show up at school, being prepared and not rushing to get everything done last second.
- Maybe a group meeting of students teachers, advisors, and cooperating teachers before the semester to get to know everyone a little better, discuss ideas, ask questions, etc.
- The biggest suggestion is direct and immediate communication with supervising University staff. In my opinion, there was a major lack of support for me and my student teacher with the supervising teacher/course instructor.
- Better communication

Q16: Do you have any feedback on virtual supervision that you'd like to share?

- I am not sure how that would work with the expectation of coteaching and taking turns leading the classroom, as outlined in the cooperating teacher training?
- XXXX was doing a great job so I think the virtual supervision worked. I would imagine if a teacher was struggling they would need more in person support.

Shepherd University EPP Cooperating Teacher Survey Data Overview [F24 – S25]

- I'm not sure what you mean for virtual supervision so I can't really speak on that. I definitely think it was super helpful to have the supervisor in person for feedback. We did a video recording for the first lesson and learned more from the 2nd visit in person I think.
- Do you mean virtual from the University? You don't mean a virtual cooperating teacher, right? Honestly, my student teachers generally come to me 2nd (middle school first). They have been well-prepared by the time that I see them. I guess that virtual supervision from Shepherd would work. I'm old-fashioned, though. I prefer face-to-face interaction when possible.
- My student had a virtual supervision, and I had a virtual chat with his professor. It went very well both times.
- When virtual supervision is applied there are numerous matters that can not be detected. Some matters that may not be detected are the overall atmosphere within the classroom, student classroom entrance and exit greetings/interactions, areas of the classroom in which instructions or activities are taking place can be hard to fit into virtual view, in addition student responses and behaviors can be different when a visitor is in the room. A student teacher needs to be able to experience how to manage their students when a visitor is in the room.
- I think in person works better.
- We saw how virtual worked during the pandemic.
- A quote from the SU student teacher, "This doesn't matter. It's just checking a box. I am going to pass." That attitude was portrayed in the actions of the student teacher. It was a disappointing experience for me. I have had several amazing student teachers come from SU.
- I would be willing to try it
- I would prefer in person
- I just feel that this does not allow for real relationship building and communication. It is important to have the in-person meetings, because it is more consistent with how faculty plan with one another in real life
- Virtual can be a good tool to use but should not replace in person supervision or instruction.

Q17: Do you have any additional feedback you would like to share?

- Looking back, I feel like I would have adjusted what classes she took over to give more of a chance for experience with younger and older as we didn't add on the oldest classes until the last week. It is a lot to get in and tweak with spring break being in there and finding bearings with the kids.
- I enjoyed working with XXXXX, he did an excellent job.
- Yes, implement the residency program in one location, not more than one location.
- I feel the supervisor visits should occur closer to the beginning and the end. The visits were scheduled at the end and only 1 wk apart. Expectations of student interns should stress professionalism as if they are interviewing for a position at the school.
- Please make sure you are addressing the literacy changes that are occurring in public schools with the current practices. This teacher candidate had very limited knowledge of the science of reading and current best practices in literacy instruction.
- I enjoy working with students from Shepehd:)
- I would be interested in supervising another student teacher, but need more communication with the University instructor.



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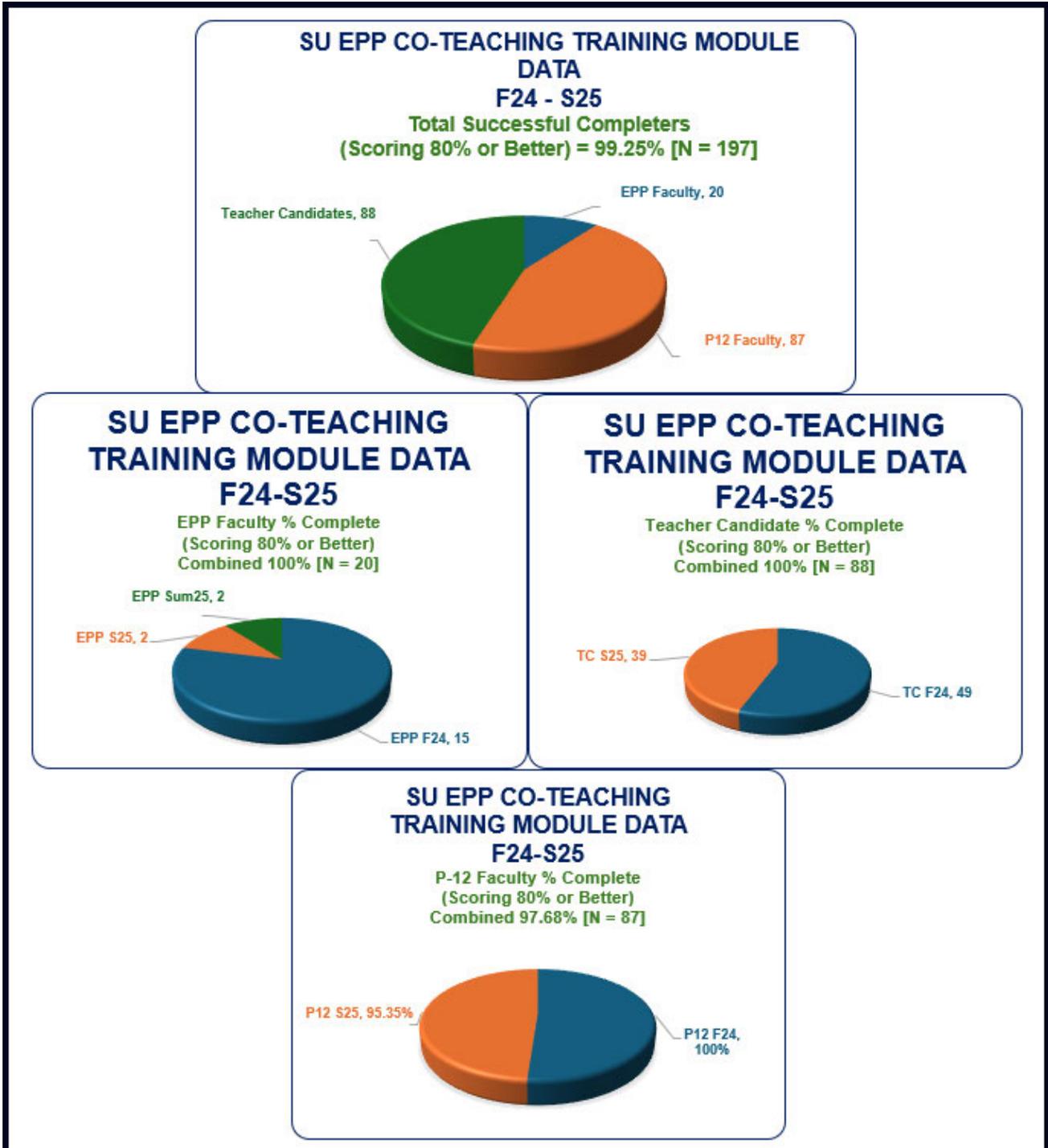
Co-Teaching Training Module

R2 Data

Fall 2024 – Summer 2025

SU EPP Co-Teaching Training Module Fall 2024 – Summer 2025

Between Fall 2024 and Summer 2025, a total of 197 EPP faculty (full-time and adjunct), P-12 faculty, and teacher candidates were provided the Co-Teaching Training Module by the Shepherd University EPP. One P-12 faculty member opted out of completing the training and did not receive the associated stipend in Spring 2025. Another P-12 faculty member attempted the training in Fall 2024 with a score of 70% due to missing components but did not respond to multiple communication attempts regarding the need to finalize the module; the stipend had already been processed and, because the faculty had completed the WVDE-mandated training for Residency mentors, no further attempts were made by the SU EPP. All other EPP-based and public-school faculty as well as all teacher candidates completed the training as required, **resulting in a 99.25% overall pass-rate for the Co-Teaching Training for the 2024-2025 academic year (including Summer 2025).**





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P-12 Partnership Schools & Placement Data

Standard R2.3

Fall 2023 – Spring 2025

Shepherd University EPP Practicum Profile Data Overview [DEI] 2023 - 2025

P-12 Placement Schools – DEI Coded per WVDE

F23 Candidates
Pre-Clinical Placement Settings
Diversity, Equity, and Inclusion Demographics

N = 32	
73.4%	M - Multi-Cultural/Diversity
38.3%	S - Social Economic Status
56.3%	L - ELL Learners
46.9%	E - Exceptionality
53 % of Candidates met DEI Requirements before ST/Residency (n = 32). [100% at completion]	
3% of Candidates had at least one virtual field experience or placement	

S24 Candidates
Pre-Clinical Placement Settings
Diversity, Equity, and Inclusion Demographics

N = 34	
61.9%	M - Multi-Cultural/Diversity
24.4%	S - Social Economic Status
3.1%	L - ELL Learners
83.8%	E - Exceptionality
100 % of Candidates met DEI Requirements before ST/Residency (n = 34).	
38% of Candidates had at least one virtual field experience or placement.	

F24 Candidates
Pre-Clinical Placement Settings
Diversity, Equity, and Inclusion Demographics

N = 43	
69.4%	M - Multi-Cultural/Diversity
33.9%	S - Social Economic Status
32.2%	L - ELL Learners
67.8%	E - Exceptionality
100% of Candidates met DEI Requirements before ST/Residency (n = 43).	
21% of Candidates had at least one virtual field experience or placement.	

S25 Candidates
Pre-Clinical Placement Settings
Diversity, Equity, and Inclusion Demographics

N = 34	
74.8%	M - Multi-Cultural/Diversity
16.8%	S - Social Economic Status
3.2%	L - ELL Learners
91.6%	E - Exceptionality
100% of Candidates met DEI Requirements before ST/Residency (n = 34).	
6% of Candidates had at least one virtual field experience or placement.	

SU EPP P-12 Partner Schools Designation & Placement Summary (F2023 - S2025)

Semester	Field Experience	Course	Student Teaching/Residency	(not included above)
Fall 2023	Opequon Elementary	358/363	Charles Town Middle School	
	Potomack Intermediate	358/363	Driscwood Elementary	
	Spring Mills Primary	358/363	Hedgesville High School	
	Washington High School	370/583	Hedgesville Middle School	
	Boonsboro High School (MD)	440/503	Jefferson High School	
	Harpers Ferry Middle School	440/503	Marlowe Elementary	
	Martinsburg South Middle School	440/503	Mill Creek Intermediate	
	Musselman Middle School	440/503	Mountain Ridge Intermediate	
	Musselman High School	440/503	Ranson Elementary	
	Redbud Run Elementary (VA)	440/503	Shepherdstown Middle School	
	South Hagerstown High School (MD)	440/503	T.A. Lowery Elementary	
	Spring Mills High School	440/503	Tomahawk Intermediate	
	C.W. Shipley Elementary	586	Wildwood Middle School	
	Eagle School Intermediate	587	Wright Denny Intermediate	
	Frankfort Intermediate (Mineral County)	588	Boonsboro Middle School (MD)	
	South Jefferson Elementary	588	Brambleton Middle School (VA)	
			John W. Tolbert Jr. Elementary (VA)	
		Mill Run Elementary (VA)		
		Sharpsburg Elementary (MD)		
		Springfield Middle School (MD)		
		Whittier Elementary (MD)		

Semester	Field Experience	Course	Student Teaching/Residency	(not included above)
Spring 2024	(already listed above)	358	Bass Hoover Elementary (VA)	
	(already listed above)	370 / 583	Centerville Elementary (MD)	
	Martinsburg High School	443 / 503	Clear Spring Middle School (MD)	
	Spring Mills Middle School	443 / 503	Green Valley Elementary (MD)	
	(already listed above)	586	Greencastle-Antrim High School (PA)	
			Johnson Williams Middle School (VA)	
		Monocacy Middle School (MD)		
		Orchard View Elementary (VA)		
		Robert Aylor Middle School (VA)		
		Sherando High School (VA)		
		Smithsburg Middle School (MD)		
		Tuscarora High School (MD)		

Semester	Field Experience	Course	Student Teaching/Residency	(not included above)
Fall 2024	(already listed above)	358	Burke Street Elementary	
	(already listed above)	370/583	Tuscarora Elementary	
	(already listed above)	443 / 503	Page Jackson Elementary	
	Mountain Ridge Middle School	443/503	Arcola Elementary (MD)	
	Broad Run High School (VA)	443 / 503	Clear Spring High School (MD)	
	(already listed above)	587	Freedom High School (VA)	
			Hope for Hyndman Charter School (PA)	
			James Wood Middle School (VA)	
			New Midway/Woodsboro Elementary (MD)	
			Rockland Woods Elementary (MD)	
			Stonewall Elementary (VA)	
		Waverly Elementary (MD)		
		West Frederick Middle School (MD)		

Semester	Field Experience	Course	Student Teaching/Residency	(not included above)
Spring 2025	(already listed above)	358	Back Creek Valley Elementary	
	(already listed above)	370/583	Berkeley Heights Elementary	
	(already listed above)	443	Inwood Primary	
	(already listed above)	443 / 503	Orchard View Intermediate	
	(already listed above)	586	Greencastle-Antrim Elementary (PA)	
			John Handley High School (VA)	
		Kenneth Culbert Elementary (VA)		
		Queen Anne's County High School (MD)		
		Urbana High School (MD)		

TOTAL SITES = 75

* Placement Beyond Typical MOU / Special Agreement Established for One Semester/Placement

SU EPP P-12 Partner Schools Designation & Placement Summary (F2023 – S2025)
WV, MD, VA, PA

West Virginia

	Multi-Cultural/ Diversity	SES	ELL	Exceptionality
Berkeley County				
<i>Elementary/Intermediate</i>				
Back Creek Valley Elementary				
Bedington Elementary		S		E
Berkeley Heights Elementary	M			E
Bunker Hill Elementary			ELL	E
Burke Street Elementary	M	S		E
Eagle School Intermediate	M	S		E
Gerrardstown Elementary				E
Hedgesville Elementary				E
Inwood Primary				E
Marlowe Elementary				E
Mill Creek Intermediate	M			E
Mountain Ridge Intermediate				E
Opequon Elementary	M	S		E
Orchard View Intermediate	M	S		E
Potomack Intermediate	M			E
Rosemont Elementary	M			E
Spring Mills Primary	M			E
Tomahawk Intermediate	M			E
Tuscarora Elementary	M			E
Valley View Elementary				E
Winchester Avenue Elementary	M			E
<i>Middle</i>				
Hedgesville Middle				E
Martinsburg North Middle	M	S		E
Martinsburg South Middle	M			E
Mountain Ridge Middle				E
Musselman Middle	M			E
Spring Mills Middle	M			E
<i>High</i>				
Hedgesville High	M			E
Martinsburg High	M			E
Musselman High				E
Spring Mills High	M			E

	Multi-Cultural/ Diversity	SES	ELL	Exceptionality
Grant County				
<i>Elementary/Intermediate</i>				
Maysville Elementary				E
Petersburg Elementary		S		E
<i>High</i>				
Petersburg High				E
<i>Complex</i>				
Union Educational Complex		S		E
	Multi-Cultural/ Diversity	SES	ELL	Exceptionality
Hampshire County				
<i>Elementary/Intermediate</i>				
Augusta Elementary		S		E
Capon Bridge Elementary				E
Romney Elementary		S		E
Slanesville Elementary				E
Springfield-Green Spring Elem		S		E
<i>Middle</i>				
Capon Bridge Middle				E
Romney Middle		S		E
<i>High</i>				
Hampshire Senior High				E
Highlighted = Used for field placements and/or clinical experiences in F 2023, S2024, F2024, S2025 = 23				

SU EPP P-12 Partner Schools Designation & Placement Summary (F2023 – S2025)
WV, MD, VA, PA

West Virginia

	Multi-Cultural/ Diversity	SES	ELL	Exceptionality
Jefferson County				
<i>Elementary/Intermediate</i>				
Blue Ridge Elementary		S		E
C.W. Shipley Elementary				E
Driswood Elementary	M			E
North Jefferson Elementary		S		E
Page Jackson Elementary	M			E
Ranson Elementary	M	S	ELL	E
Shepherdstown Elementary				
South Jefferson Elementary				E
T.A. Lowery Elementary	M			E
Wright Denny Int.	M			
<i>Middle</i>				
Charles Town Middle	M			E
Harpers Ferry Middle				E
Shepherdstown Middle				E
Wildwood Middle	M	S	ELL	E
<i>High</i>				
Jefferson High	M			E
Washington High	M			E

	Multi-Cultural/ Diversity	SES	ELL	Exceptionality
Morgan County				
<i>Elementary/Intermediate</i>				
Paw Paw Elementary		S		E
Pleasant View Elementary				E
Widmyer Elementary		S		E
Warm Springs Intermediate				
<i>Middle</i>				
Warm Springs Middle		S		E
<i>High</i>				
Berkeley Springs High				E
Paw Paw High		S		E

Highlighted = Used for field placements and/or clinical experiences in F2023, S2024, F2024, S2025 = 13

SU EPP P-12 Partner Schools Designation & Placement Summary (F2023 – S2025)
WV, MD, VA, PA

Maryland

Frederick County	Multi-Cultural/ Diversity	SES	ELL	Exceptionality
<i>Elementary</i>				
Ballenger Creek Elementary	M		ELL	
Brunswick Elementary	M			E
Carroll Creek Montessori	M			E
Carroll Manor Elementary	M			E
Centerville Elementary	M			E
Deer Crossing Elementary				E
Emmitsburg Elementary				E
Glade Elementary				E
Green Valley Elementary	M			
Hillcrest Elementary	M	S	ELL	E
Kemptown Elementary	M			E
Lewistown Elementary	M			E
Liberty Elementary		S		E
Lincoln Elementary	M	S	ELL	E
Middletown Elementary				E
Middletown Primary				E
Monocacy Elementary	M	S	ELL	E
Myersville Elementary				E
New Market Elementary				E
New Midway/Woodsboro El				E
North Frederick Elementary	M		ELL	E
Oakdale Elementary	M			E
Orchard Grove Elementary	M		ELL	E
Parkway Elementary	M		ELL	E
Sabillasville Elementary				
Spring Ridge Elementary	M			E
Thurmont Elementary				E
Thurmont Primary				E
Tuscarora Elementary	M		ELL	E
Twin Ridge Elementary				E
Urbana Elementary	M			E
Valley Elementary	M			E
Walkersville Elementary	M			E
Waverley Elementary	M	S	ELL	E
Whittier Elementary	M			E
Wolfsville Elementary				E

Frederick County (cont'd)	Multi-Cultural/ Diversity	SES	ELL	Exceptionality
<i>Elementary (cont'd)</i>				
Yellow Springs Elementary	M			E
<i>Middle</i>				
Ballenger Creek Middle	M			E
Brunswick Middle	M			E
Gov. Thomas Johnson Middle	M			E
Middletown Middle				E
Monocacy Middle	M		ELL	E
New Market Middle				E
Oakdale Middle	M			E
Thurmont Middle				E
Urbana Middle	M			
Walkersville Middle	M			E
West Frederick Middle	M	S	ELL	E
Windsor Knolls Middle	M			E
<i>High</i>				
Brunswick High	M			E
Catoctin High				E
Frederick High	M		ELL	E
Gov. Thomas Johnson High	M			E
Linganore High	M			E
Middletown High				E
Oakdale High	M			E
Tuscarora High	M			E
Urbana High	M			
Walkersville High	M			E
<i>Multi-Level/Special</i>				
Heather Ridge School	M	S		E
Monocacy Valley Montessori	M			E
Rock Creek School	M			E
Highlighted = Used for field placements and/or clinical experiences in F23 - S25 = 10				

SU EPP P-12 Partner Schools Designation & Placement Summary (F2023 – S2025)
WV, MD, VA, PA

Maryland

Washington County	Multi-Cultural/ Diversity	SES	ELL	Exceptionality
<i>Elementary</i>				
Bester Elementary	M	S		E
Boonsboro Elementary				E
Cascade Elementary				E
Clear Spring Elementary				E
Eastern Elementary	M	S		E
Emma K Doub Elementary	M	S		
Fountain Rock Elementary				
Fountaindale Elementary	M			E
Greenbrier Elementary				E
Hancock Elementary		S		E
Hickory Elementary	M	S	ELL	
Lincolnshire Elementary	M	S		E
Maugansville Elementary	M	S		E
Old Forge Elementary				
Pangborn Elementary	M	S		E
Paramount Elementary	M			E
Pleasant Valley Elementary				E
Potomac Heights Elementary	M	S		E
Rockland Woods Elementary	M			E
Ruth Ann Monroe Primary	M	S		E
Salem Avenue Elementary	M	S		
Sharpsburg Elementary				E
Smithsburg Elementary		S		E
Williamsport Elementary	M	S		E

Washington County (cont'd)	Multi-Cultural/ Diversity	SES	ELL	Exceptionality
<i>Middle</i>				
Boonsboro Middle				E
Clear Spring Middle		S		E
E. Russell Hicks Middle	M	S		E
Northern Middle	M	S		E
Smithsburg Middle	M			E
Springfield Middle	M	S		E
Western Heights Middle	M	S		E
<i>Multi-Level</i>				
Hancock Middle/High		S		E
<i>High</i>				
Barbara Ingram School for the Arts	M			
Boonsboro High				E
Clear Spring High				E
North Hagerstown High	M	S		E
Smithsburg High				E
South Hagerstown High	M	S		E
Williamsport High	M	S		E
<i>Special</i>				
Marshall Street Center	M	S		E
Highlighted = Used for field placements and/or clinical experiences in F23 - S25 = 9				

SU EPP P-12 Partner Schools Designation & Placement Summary (F2023 – S2025)
WV, MD, VA, PA
Virginia

	Multi-Cultural/ Diversity	SES	ELL	Exceptionality
Clarke County				
<i>Elementary/Intermediate</i>				
Boyce Elementary	M			E
D G Cooley Elementary	M			E
<i>Middle</i>				
Johnson-Williams Middle	M			E
<i>High</i>				
Clarke County High				E

	Multi-Cultural/ Diversity	SES	ELL	Exceptionality
Frederick County (VA)				
<i>Elementary/Intermediate</i>				
Apple Pie Ridge Elementary	M			E
Armel Elementary	M		ELL	
Bass-Hoover Elementary	M			
Evendale Elementary	M		ELL	
Gainesboro Elementary				E
Greenwood Mill Elementary	M			
Indian Hollow Elementary		S		
Jordan Springs Elementary	M		ELL	
Middletown Elementary	M			
Orchard View Elementary	M			
Redbud Run Elementary	M	S	ELL	
Stonewall Elementary	M	S	ELL	
<i>Middle</i>				
Adm. Richard E. Byrd Middle	M			E
Frederick County Middle				E
James Wood Middle	M	S		
Robert E. Aylor Middle	M			
<i>High</i>				
James Wood High				
Millbrook High	M			
Sherando High	M			

	Multi-Cultural/ Diversity	SES	ELL	Exceptionality
Loudon County				
<i>Elementary/Intermediate</i>				
Aldie Elementary	M		ELL	
Algonkian Elementary	M		ELL	E
Arcola Elementary	M		ELL	E
Ashburn Elementary	M		ELL	E
Ball's Bluff Elementary	M			E
Banneker Elementary	M		ELL	E
Belmont Station Elementary	M		ELL	E
Buffalo Trail Elementary	M		ELL	E
Cardinal Ridge Elementary	M		ELL	E
Catoctin Elementary	M		ELL	E
Cedar Lane Elementary	M		ELL	E
Cool Spring Elementary	M		ELL	E
Countryside Elementary	M		ELL	
Creighton's Corner Elementary	M		ELL	E
Discovery Elementary	M		ELL	E
Elaine E. Thompson	M		ELL	E
Dominion Trail Elementary	M		ELL	E
Emerick Elementary				E
Evergreen Mill Elementary	M		ELL	E
Forest Grove Elementary	M	S	ELL	E
Frances Hazel Reid Elementary	M		ELL	E
Frederick Douglas Elementary	M	S		E
Goshen Post Elementary	M		ELL	E
Guilford Elementary	M	S	ELL	
Hamilton Elementary				E
Hillsboro Charter			ELL	
Hillside Elementary	M		ELL	E
Horizon Elementary	M		ELL	E
Hovatter Elementary	M			E
Hutchison Farm Elementary	M		ELL	E
John W. Tolbert Jr. Elementary	M			E
Kenneth W. Culbert Elementary				E
Leesburg Elementary	M		ELL	E
Legacy Elementary	M			E
Liberty Elementary	M		ELL	E
Lincoln Elementary				

Highlighted = Used for clinical experiences in F23 – S25 = 11

SU EPP P-12 Partner Schools Designation & Placement Summary (F2023 – S2025)
WV, MD, VA, PA

Virginia

	Multi-Cultural/ Diversity	SES	ELL	Exceptionality
Loudon County (cont'd)				
Little River Elementary	M			F
Lovettsville Elementary	M			F
Lowes Island Elementary	M		ELL	F
Lucketts Elementary	M		ELL	E
Meadowland Elementary	M	S	ELL	E
Middleburg Community Charter	M			E
Mill Run Elementary	M			E
Moorefield Station Elementary	M		ELL	E
Mountain View Elementary	M			E
Newton-Lee Elementary	M			E
Pinebrook Elementary	M		ELL	E
Potowmack Elementary	M	S	ELL	E
Rolling Ridge Elementary	M	S		E
Rosa Lee Carter Elementary	M			E
Round Hill Elementary				E
Sanders Corner Elementary	M		ELL	E
Seldens Landing Elementary	M			E
Sterling Elementary	M	S	ELL	E
Steuart W. Weller Elementary	M		ELL	E
Sugarland Elementary	M	S	ELL	E
Sully Elementary	M	S	ELL	E
Sycolin Creek Elementary	M			E
Waterford Elementary				E
Waxpool Elementary	M		ELL	E
<i>Middle</i>				
Belmont Ridge Middle	M			E
Blue Ridge Middle				E
Brambleton Middle	M			E
Eagle Ridge Middle	M			E
Farmwell Station Middle	M			E
Harmony Middle	M			E
Harper Park Middle	M		ELL	E
J. Lupton Simpson Middle	M			E
J. Michael Lunsford Middle	M			E
Mercer Middle	M			E
River Bend Middle	M		ELL	E

	Multi-Cultural/ Diversity	SES	ELL	Exceptionality
Loudon County (cont'd)				
<i>High</i>				
Briar Woods High	M			E
Broad Run High	M			E
Dominion High	M		ELL	E
Freedom High	M			E
Heritage High	M		ELL	E
Independence High	M			E
John Champe High	M			E
Lightridge High	M			E
Loudoun County High	M			E
Loudoun Valley High				E
Park View High	M		ELL	E
Potomac Falls High	M			E
Riverside High	M			E
Rock Ridge High	M			E
Stone Bridge High	M			E
Tuscarora High	M			E
Woodgrove High				E

Highlighted = Used for field/clinical experiences in F23 – S25 = 3

SU EPP P-12 Partner Schools Designation & Placement Summary (F2023 – S2025) WV, MD, VA, PA

Loudon County (cont'd)				
Seneca Ridge Middle	M		ELL	E
Smart's Mill Middle	M		ELL	E
Sterling Middle	M	S	ELL	E
Stone Hill Middle	M			
Trailside Middle	M			E
Willard Middle	M			E

<div style="background-color: #e0e0e0; padding: 5px;"> Highlighted = Used for clinical experiences in F23 – S25 = 1 </div> Winchester City	Multi-Cultural/ Diversity	SES	ELL	Exceptionality
	<i>Elementary/Intermediate</i>			
Daniel Morgan Intermediate	M	S	ELL	E
Frederick Douglass Elementary	M	S	ELL	E
Garland R. Quarles Elementary	M	S	ELL	E
John Kerr Elementary	M	S	ELL	E
Virginia Ave. Charlotte Dehart El	M	S	ELL	E
	M	S	ELL	E
<i>Middle</i>				
Daniel Morgan Middle	M	S	ELL	E
<i>High</i>				
John Handley High	M	S	ELL	E

Pennsylvania

<div style="background-color: #e0e0e0; padding: 5px;"> Highlighted = Used for clinical experiences in F23 – S25 = 2 </div>	Multi-Cultural/ Diversity	SES	ELL	Exceptionality
	<i>Elementary/Intermediate</i>			
Greencastle-Antrim Primary				E
Greencastle-Antrim Elementary				E
<i>Middle</i>				
Greencastle-Antrim Middle				E
<i>High</i>				
Greencastle-Antrim High				E



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UNIVERSITY

EPPC Data Report

Standard R3 Data

2023 - 2025



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ExCITEd:
Careers in Teaching/Education
High School Recruitment Event

Spring 2023 + Spring 2025

Careers in Teacher Education: Get ExC.I.T.E.d About Shepherd

March 24, 2023

Registration / Attendance

- 32 High School Students Registered / 8 High Schools Represented
 - 3 Individual Students (Barbara Ingram School for the Arts, Washington County, MD; Faith Christian Academy, Spring Mills High School, Berkeley County, WV)
 - 11 Students (Frederick High School, Frederick County, MD)
 - 14 Students (Hedgesville High School; Martinsburg High; Musselman High; Berkeley County, WV)
 - 4 Students (Jefferson High School, Jefferson County, WV)
- 24 High School Students Attended with 3 Adults (2 Counselors / 1 Parent)
 - 24 May 2023 graduates / 12 submitted applications = 3 accepted as of 11/8/2022
 - Multiple 2024 Graduates also submitted applications / to be processed after 2023 graduates
- 15 High School Students Returned Surveys

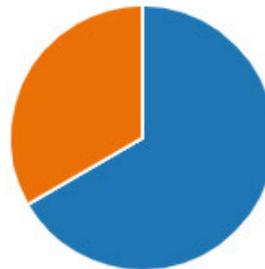
Session Experience Ratings (5 Point Scale)

- 4.73 Meet & Greet, Program Overview, & Admissions Information
- 4.47 Attending Classes (Austen Showen and LeAnn Johnson)
- 4.47 Specialty Area Focus Groups (JB Tuttle, Tracy Nichols & Peg Swisher, Rhonda Hovatter & Julia Tracy, Karen Adams, Rachel Krantz)
- ~~Pictures with JC the Ram and Rambo~~ *Canceled due to Weather*
- 4.87 Chat and Chew Lunch with Current Teacher Candidates (Tips for College Success)
- 4.87 Residence Hall Tours and Residence Life Information (Jera Bassett, Olivia Gill, Breigh Glover)
- 4.60 Commuter vs. Residence Panel Discussion (Jera Bassett, Olivia Gill, Breigh Glover)
- 4.87 Campus Tour

Interest in Teaching

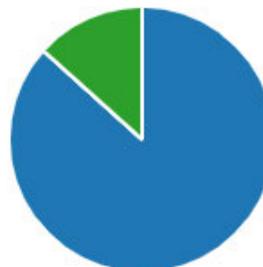
How interested were you in becoming a teacher BEFORE attending today's event?

● Extremely interested	10
● Somewhat interested	5
● Neutral	0
● Somewhat not interested	0
● Extremely not interested	0



Are you _____ to want to become a teacher AFTER attending today's event?

● more likely	13
● less likely	0
● Neither more or less likely. I feel...	2



Interest in Attending Shepherd University

How interested were you in attending Shepherd BEFORE attending today's event?

Extremely interested	9
Somewhat interested	4
Neutral	1
Somewhat not interested	1
Extremely not interested	0



How interested are you in attending Shepherd AFTER attending today's event?

Extremely interested	10
Somewhat interested	4
Neutral	1
Somewhat not interested	0
Extremely not interested	0



Qualitative Responses

- **What was the best part of your day at Shepherd?**
 - Tour
 - Talking with the professor [in] my field
 - I enjoyed getting to meet the Delta Zeta president and talking to her about Delta Zeta.
 - Touring
 - The first “class” we attended about special education and stuff.
 - The chat and chew.
 - The whole tour
 - Viewing the forms and learning more about the programs
 - Meeting the students
 - Getting to meet new people and getting to know the instructors.
 - I really enjoyed being able to talk with education majors who had experience with the education program.
 - Meeting with the Mathematics teacher
 - Seeing what college will be like and meeting the people there.
 - Learning about all the opportunities at the school
- **What things did you learn about becoming a teacher candidate that you didn't know before?**
 - It's not that hard to become one
 - That you need to be much more prep[ared] before you say something
 - I knew a lot of which they talked about, it was a good refresher course!
 - There's a lot of opportunities
 - Elementary Education takes more classes than any other education program
 - All the different programs I can enter
 - That you have to take a test called “practice” [Praxis]
 - You get to do a yearlong residency
 - Taking classes that I need for this concentration.

- I learned that teachers need to take the Praxis before they can continue to student teaching and that I need to have above a 2.75 GPA to be a part of the education program.
 - The 4+1 plan was very valuable information from today
 - The courses that I will have to be taking.
 - Pues aprendí de todos un poco pero lo que más me llamo la atención fue el derecho donde nosotros teníamos que decidir si es bueno o malo. [Well, I learned a little from everyone, but what caught my attention the most was the law, where we had to decide if it was good or bad.]
- **Please share any other comments you have.**
 - Everyone is so nice and I loved the whole thing. Thank you for making this happen for me and everyone else!!
 - My experience was amazing! I am planning to come to Shepherd after I finish up at Blue Ridge and end my schooling at Shepherd.
 - I enjoyed going to the event, and think it is a great way to help people see what their future will look like if they decide to go be a teacher at Shepherd.

Special Thanks to the following KDP Student Volunteers for making the day possible:

- | | |
|------------------|---------------------|
| ● Olivia Gill | ● Karli Hepner |
| ● Emily Baker | ● Kayla Landsberger |
| ● Caden Currence | ● Summer Whetzel |
| ● Julia Bivens | ● Taylor Alpy |

Careers in Teaching / Education: Get ExC.I.T.E.d About Shepherd!

April 25, 2025

Registration / Attendance

- 47 High School Students Registered / 10 High Schools Represented
 - 5 Individual Students (Boonsboro, MD; Boyd J. Micheal III Tech High School [MD]; Greencastle-Antrim, PA; Clarke County, VA)
 - 5 Students (Frankfort High School / Mineral County, WV)
 - 27 Students (Frederick High School, Frederick County, MD)
 - 10 Students (Hedgesville High School; Martinsburg High; Musselman High; Berkeley County, WV)
- 27 High School Students Attended with 6 Adults (4 Counselors / 2 Parents)
 - 3 May 2025 graduates / 1 submitted an application, was accepted, and submitted deposit; Admissions is following up with the remaining 2 who are eligible with application fee waivers.
 - 11 May 2026 Graduates submitted "Inquiry Cards" / Admissions will follow up accordingly.
- 9 High School Students Returned Surveys via MS Forms
 - Frederick High School students were unable to access the electronic form; they submitted a letter with feedback instead (see below).

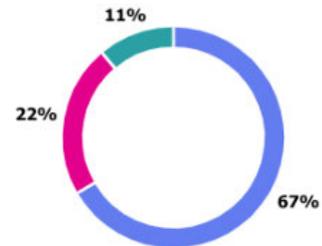
Session Experience Ratings (5 Point Scale)

- 4.78 Meet & Greet, Program Overview, & Admissions Information
- 4.78 Attending Classes (Austen Showen and LeAnn Johnson)
- 4.89 Specialty Area Focus Groups (Jason Allen; JB Tuttle; Tracy Nichols, Robert Monahan, & BB Mitchell; Rhonda Hovatter & Julia Tracy; David Modler; David Modler)
- 4.78 Chat and Chew Lunch with Current Teacher Candidates (Tips for College Success)
- 4.89 Residence Hall Tours and Residence Life Information (Jera Bassett, Olivia Gill, Breigh Glover)
- 4.56 Commuter vs. Residence Panel Discussion (Jera Bassett, Olivia Gill, Breigh Glover)
- 4.78 Campus Tour

Interest in Teaching

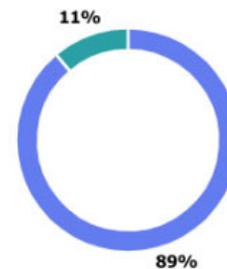
12. How interested were you in becoming a teacher BEFORE attending today's event? (0 point)

• Extremely interested	6
• Somewhat interested	2
• Neutral	1
• Somewhat not interested	0
• Extremely not interested	0



13. Are you _____ to want to become a teacher AFTER attending today's event? (0 point)

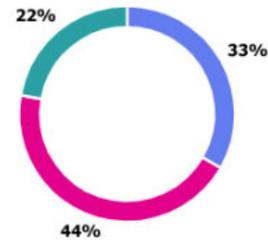
• more likely	8
• less likely	0
• Neither more or less likely. I feel the same.	1



Interest in Attending Shepherd University

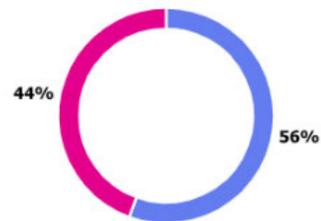
14. How interested were you in attending Shepherd BEFORE attending today's event? (0 point)

Extremely interested	3
Somewhat interested	4
Neutral	2
Somewhat not interested	0
Extremely not interested	0



15. How interested are you in attending Shepherd AFTER attending today's event? (0 point)

Extremely interested	5
Somewhat interested	4
Neutral	0
Somewhat not interested	0
Extremely not interested	0



Qualitative Responses

- **What was the best part of your day at Shepherd?**
 - Learning about the English program.
 - Focus groups
 - Talking about Physical Education
 - Walking around the campus
 - Talking and touring
 - Touring
 - Getting to see the campus
 - Just the tour in general it was nice to see the programs available
 - Getting more information about Potomac place and meeting my future professors and hearing experiences from college students
- **What things did you learn about becoming a teacher candidate that you didn't know before?**
 - Not much
 - The pay isn't as bad as people make it out to be
 - Male Teachers get hired quick in elementary
 - How much easier it is to get into the programs
 - What all you have to do
 - How many courses you have to take
 - How many hours you have to field in order to get the degree
 - How much work you really have to put into it
 - The classes you have to take
- **Please share any other comments you have.**
 - Very nice people
 - I love how nice the dorms are and how pretty the campus is and how wonderful the people are

Special Thanks to the following KDP Student Volunteers for making the day possible:

- | | | |
|-------------------|-------------------|------------------|
| • Ian Duckstein | • Tyler Carpenter | • Adela Kasekamp |
| • Ashley Anderson | • Wendy Dillow | • Brianna Martin |
| • Avery Abrego | • Sarah Ward | |



FREDERICK HIGH SCHOOL

650 Carroll Parkway; Frederick, MD 21701

227-203-3300

227-203-3301 (fax)

Dr. David Franceschina, Principal
Mr. Chaitu Chary, Assistant Principal
Ms. Wendy Garvin, Assistant Principal
Ms. Rebecca Hackett, Assistant Principal
Ms. Kelly Kirby, Assistant Principal
Ms. Sheri Murphy, Assistant Principal
Mr. Kevin A. Pirri, Assistant Principal

May 15, 2025

Terresa Kepner
301 N. King Street
Shepherdstown, WV 25443

Dear Terresa and Shepherd University Students and Staff:

Thank you so much for welcoming our LYNX scholars to the *Careers in Teacher/Education Event* at Shepherd University once again. The entire day was engaging, informative, and deeply inspiring for our students. From the thoughtful lessons and informative sessions with students and faculty, to the campus and residence hall tours, and all the helpful insight into college life and studying to become an educator—every element contributed to a meaningful and memorable experience.

Our students truly enjoyed themselves, and the excitement they expressed after the event was incredible. I want to thank you especially for your encouraging feedback and kind compliments—it means so much. While we encountered some issues with distributing the post-event survey, please trust that the experience made a lasting impact. In fact, many students—several of whom are only in 9th grade—left the event with a newfound enthusiasm not just for a potential future in education, but also for Shepherd University itself. Their interest and excitement were unmistakable. Here are just a few examples of their feedback:

"I really enjoyed learning about the college experience at Shepherd University (and how to get in) and the process of becoming a teacher. They really specified the process a lot more so I knew exactly how it worked." -Emma

"I was surprised at how big the university is, and it was helpful to learn about what life is like in college and the costs associated with college." -Nora

"I learned that there are many different types of teaching you can do and different ways you can get to your teaching degree. One thing that surprised me was the different housing environments and all the amenities they provide." -Eliana

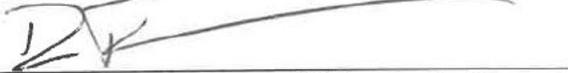
"This experience helped me learn what's required to be a teacher, and it made me realize it's not as scary as I thought and that it's similar to what I'm currently doing in child development." -Eve

We are incredibly grateful for our partnership with you and Shepherd University. I sincerely hope that we will have the opportunity to participate in this event again next school year. It is exactly the kind of experience that opens students' eyes to the possibilities ahead of them.

Wishing you a wonderful and restful summer!

Warm regards,


Beth Genemore Sands, LYNX Advocate


David Franceschina, FHS Principal


Michelle Shearer, Project Manager, High School Innovation

Cc: Dr. Cheryl L. Dyson



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Admissions / Registration, Enrollment, & Completion Trends

Fall 2020 through Spring 2025

**SU EPP Enrollment and Completion Trends
2020 - 2025**

Teachers Prepared by Subject Area (Aug, Dec, May Graduates)						
Program	2020-21	2021-22	2022-23	2023-24	2024-25	5 year avg
MAT	12	15	11	12	11	12.2
Elementary Education	17	24	14	17	20	18.4
Secondary Education	26	21	25	23	24	23.8
Early Childhood Education	3	2	2			2.3
Total Graduates	58	62	52	52	55	55.8

	2020-21	2021-22	2022-23	2023-24	2024-25	5 year avg	5 year diff.
Total number enrolled	372	362	345	341	324	348.8	- 48
Subset of program graduates	58	62	52	52	55	55.8	- 3

Total Number Enrolled							
Program	2020-21	2021-22	2022-23	2023-24	2024-25	5 year avg	5 year diff.
Early Education, B.A.	10	6	2				n/a
Elementary Education, B.A.	107	108	111	116	135	115.4	+ 18
Secondary Education, B.A.	172	150	151	155	139	153.4	- 33
Teaching, M.A.T.	44	39	37	30	18	33.6	- 26

Total Number Enrolled							
Program	2020-21	2021-22	2022-23	2023-24	2024-25	5 year avg	5 year diff.
Early Education, B.A.	10	6	2				n/a
Elementary Education, B.A.	107	108	111	116	135	115.4	+ 18
Secondary Education, B.A.	172	150	151	155	139	153.4	- 33
Art Education (PreK-Adult)	14	11	16	28	26	19	+ 12
English Education (5-Adult)	27	24	24	24	18	23.4	- 9
English Education Endorsement (5-9)	0	0	0	0	0	0	0
General Mathematics Algebra I (5-9)	0	0	0	0	0	0	0
General Science Education (5-Adult)	6	1	2	3	2	2.8	- 4
Health Education Endorsement (5-Adult)	1	1					n/a
Mathematics Education Endorsement (5-9)	3	2	1	0	1	1.4	- 2
Mathematics Education (5-Adult)	11	11	9	9	7	9.4	- 1
Music Education (PreK-Adult)	35	23	35	30	34	31.4	- 1
Physical Education (PreK-Adult)	38	35	28	24	23	29.6	- 15
Social Studies Education Endorsement (5-9)	1	1	1	0	0	0.6	- 1
Social Studies Education (5-Adult)	31	29	33	32	28	30.6	- 3
Spanish Education	0	1	2	2	1	1.2	+ 1
Teaching, M.A.T.	44	39	37	30	18	33.6	- 26

Data derive from HEPC files and from Banner / provided from Shepherd OIR.

Counts include all students declared in the listed majors as of the Fall HEPC census date ...

Results are as of the end of Spring (enrollment) ...

A few Secondary Education students had multiple concentrations recorded in Banner; thus, the total across all specializations/endorsements is larger than the Secondary Education total shown above.

SU EPP Admissions Registration Data Fall 2022 - Fall 2024

2022-2024		
Major	ELED	SCED
Freshman	90	87
Transfer	40	42

High School Name	Total
Hedgesville High School	23
Musselman High School	23
Jefferson High School	17
Washington High School	13
Spring Mills High School	12
Martinsburg High School	10
Berkeley Springs High School	8
Faith Christian Academy	4
Middletown Senior High School	4
Sherando High School	3
Washington County Technical High	3
Williamsport High School	3
Boonsboro High School	2
Brunswick High School	2
Frankfort High School	2
Hampshire High School	2
James Wood High School	2
Tuscarora High School	2
Battlefield High School	1
Bridgeport High School	1
Cairo-Durham High School	1
Catoctin High School	1
Central Dauphin High School	1
Century High School	1
Chancellor High School	1
Charles L. Colgan High	1
Concordia Prep (Balt Lutheran)	1
East Hardy High School	1
Ephrata Senior High School	1
Fairmont Senior High School	1
Governor Thomas Johnson HS	1
Greencastle-Antrim High School	1
Heritage Academy	1
Heritage High School	1
Home School	1
Hurricane High School	1
John Handley High School	1
Keyser High School	1
Lewis County High School	1
Littlestown Senior High School	1
Loudoun County High School	1
Loudoun Valley High School	1
Millbrook High School	1
Morgantown High School	1
North Hagerstown High School	1
Petersburg High School	1
Point Pleasant High School	1
Preston High School	1
River Hill High School	1
Rosemount High School	1
Sissonville High School	1
Thomas Stone High School	1
Urbana High School	1
Warren County High School	1
Waynesboro Area Sr High School	1
York Catholic High School	1
<i>*Other Out-of-State HS* Not Included</i>	

College Name	Total
Blue Ridge CTC	36
Hagerstown Community College	10
Potomac State College/WVU	5
Shepherd University	4
Alderson-Broadus College	2
Laurel Ridge CC (LFCC)	2
Northern VA Community College	2
Allegany College of Maryland	1
Alvernia College	1
Belmont College	1
Colin County Community College	1
Eastern WV CTC	1
Frederick Community College	1
Lincoln Land Community College	1
Marshall University	1
Salisbury State University	1
Shippensburg Univ of Penn	1
St Augustine's University	1
West Liberty University	1
West Virginia University	1
Westcliff University	1
<i>*AP and "Miscellaneous" Not Included</i>	



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UNIVERSITY

EPPC Data Report

Survey Data

(R4)

Fall 2023 - Spring 2025

Shepherd University EPP Mid-Point / Exit / Alumni Survey Data Overview [F2023 through S2025]

On a Scale of 1-7: [Not at All (1) 2 3 / Moderately (4) / **5 6 Extremely (7)**]:

How well did the EPP at Shepherd...

Standards		Rated Item(s)	Candidate Mid-Point Survey (2024-2025)			Candidate Exit Survey			Completer Alumni Survey			OVERALL			
			N	% Rating >4	Overall Average	N	% Rating >4	Overall Average	N	% Rating >4	Overall Average	N	% Rating >4	Overall Average	
InTASC 1-3 The Learner and Learning	CAEP R1.1 WVPTS 1B, 2A, 2B, 2D, 2E, 2F, 3F [DEI]	...enhance your ability to create a productive classroom environment which: <ul style="list-style-type: none"> Actively engages students in the learning process; Establishes appropriate expectations for student behavior; Is safe; Reflects appropriate classroom management skills. 	59	81.22	5.76	99	81.70	5.79	86	76.65	5.58	244	79.85	5.71	
			59	88.37	5.93	99	73.21	5.45	86	67.75	5.38	244	76.44	5.59	
			59	89.81	6.19	99	82.70	6.00	86	80.81	5.73	244	84.44	5.97	
			59	83.01	5.80	99	73.73	5.46	86	69.14	5.29	244	75.29	5.51	
		...enhance your ability to reflect the value of diversity in teaching by: <ul style="list-style-type: none"> Fostering an inclusive learning environment Relating positively to diverse students 	59	88.20	5.99	99	83.04	5.92	86	85.91	5.86	244	85.71	5.92	
			59	86.41	6.01	99	81.48	5.85	86	81.10	5.75	244	82.99	5.87	
InTASC 4-5 Content Knowledge	CAEP R1.2 WVPTS 1A, 1B, 1D, 2C, 3A, 3C, 3D [DEI]	... enhance your ability to exhibit a mastery of relevant content related to: <ul style="list-style-type: none"> Theories of student development Theories of student learning Theories of learning methods (PEDAGOGY) Your CONTENT field. 	59	79.61	5.52	99	76.22	5.63	86	77.38	5.59	244	77.74	5.58	
			59	79.61	5.61	99	78.78	5.68	86	77.02	5.63	244	78.47	5.64	
			59	84.62	5.74	99	76.97	5.64	86	80.44	5.71	244	80.68	5.70	
			59	86.41	6.09	99	84.28	5.97	86	88.98	6.17	244	86.55	6.08	
		...enhance your ability to reflect the value of diversity in teaching by: <ul style="list-style-type: none"> Customizing instruction for diverse learners Establishing equity in the classroom 	59	81.40	5.62	99	79.08	5.74	86	80.08	5.62	244	80.18	5.66	
			59	86.58	5.84	99	80.05	5.86	86	79.34	5.68	244	81.99	5.79	
InTASC 6-8 Instructional Practice	CAEP R1.3 WVPTS 1A, 1B, 1C, 1E, 3B, 3C, 3D, 3E [DEI] [Tech]	...enhance your ability to reflect the value of diversity in teaching by: <ul style="list-style-type: none"> Implementing strategies for providing equal access to knowledge and skills for all students 	59	88.20	5.93	99	82.32	5.87	86	82.12	5.76	244	84.21	5.85	
			59	89.98	5.98	99	85.30	5.92	86	71.55	5.48	244	82.28	5.79	
		...enhance your ability to demonstrate effective classroom instruction which: <ul style="list-style-type: none"> Engages students in critical thinking Engages students in collaborative problem solving Fosters student development in relevant areas (e.g., intellectual, personal, social) Is responsive to student questions Makes subject matter meaningful to all students 	59	91.77	6.04	99	85.30	5.93	86	72.57	5.47	244	83.21	5.81	
			59	89.81	6.05	99	84.59	5.88	86	72.57	5.61	244	82.32	5.84	
			59	91.77	6.27	99	85.30	5.96	86	78.04	5.61	244	85.03	5.94	
			59	91.77	6.03	99	83.03	5.90	86	78.40	5.69	244	84.40	5.87	
			...enhance your ability to develop effective lesson plans that: <ul style="list-style-type: none"> Align to relevant content standards Are appropriately paced and structured Are modified according to the needs of all students Encourage multiple means of student communication (i.e., listening, speaking, writing) Integrate activities and materials effectively 	59	86.23	6.02	99	82.04	5.99	86	80.08	5.79	244	82.78	5.93
				59	79.44	5.79	99	78.68	5.74	86	70.53	5.54	244	76.21	5.69
		59		79.27	5.71	99	74.77	5.73	86	76.65	5.62	244	76.89	5.68	
		59		86.41	5.96	99	79.57	5.85	86	80.08	5.74	244	82.02	5.85	
		59	88.20	6.00	99	80.13	5.82	86	80.44	5.75	244	82.92	5.86		

Shepherd University EPP Mid-Point / Exit / Alumni Survey Data Overview [F2023 through S2025]

		...enhance your ability to apply knowledge of assessment strategies to: <ul style="list-style-type: none"> Align assessments with relevant standards Create effective assignments for all students Provide evidence of student academic growth Provide timely feedback to students regarding their academic progress 	59	83.01	5.90	99	80.63	5.73	86	85.26	5.85	244	82.97	5.83
			59	83.87	5.87	99	78.23	5.67	86	83.87	5.81	244	81.99	5.78
			59	88.37	5.95	99	79.68	5.67	86	82.57	5.79	244	83.54	5.80
			59	86.58	5.93	99	79.18	5.76	86	75.26	5.60	244	80.34	5.76
		...enhance your ability to integrate technology into the teaching experience to: <ul style="list-style-type: none"> Assess student learning Improve the classroom experience Enhance student learning 	59	79.78	5.78	99	70.16	5.52	86	81.10	5.62	244	77.01	5.64
			59	79.61	5.78	99	80.13	5.77	86	81.46	5.65	244	80.40	5.73
			59	88.37	5.99	99	82.04	5.84	86	84.52	5.73	244	84.97	5.85
			59	84.79	5.94	99	85.01	5.92	86	84.16	5.89	244	84.65	5.91
InTASC 9-10 Professional Responsibility	CAEP R1.4 WVPTS 4-5	... enhance your ability to display appropriate professional skills through: <ul style="list-style-type: none"> Articulating basic professional values and beliefs Assessing your skills and weaknesses as a teacher Demonstrating a commitment to teaching Demonstrating an understanding of professional codes of conduct 	59	84.97	5.93	99	87.81	5.96	86	88.98	6.03	244	87.25	5.97
			59	88.54	6.12	99	85.72	6.04	86	84.52	5.98	244	86.26	6.04
			59	93.38	6.29	99	85.72	6.07	86	87.96	6.11	244	89.02	6.16
			59	86.58	5.89	99	80.12	5.76	86	82.03	5.78	244	82.91	5.81
		... enhance your ability to build collaborative professional relationships with: <ul style="list-style-type: none"> Colleagues in your school Families/guardians of students Students 	59	57.43	4.94	99	67.78	5.01	86	76.56	5.63	244	67.26	5.19
			59	96.43	6.44	99	86.18	6.04	86	92.04	6.27	244	91.55	6.25

On a Scale of 1-7: [Not at All (1) 2 3 / Moderately (4) / **5 6 Extremely (7)**]:

Regarding your experience in the Educator Preparation Program, rate the following:

Standards	Rated Item(s)	Candidate Mid-Point Survey (2024-2025)			Candidate Exit Survey			Completer Alumni Survey			OVERALL		
		N	% Rating >1 (Adjusted)	Overall Average (Scale 1-3)	N	% Rating >4	Overall Average	N	% Rating >4	Overall Average	N	% Rating >4	Overall Average
CAEP R2 WVPTS 5	How satisfied were you with the: <ul style="list-style-type: none"> Process of securing a student teaching/residency placement Choice of student teaching / residency placements Quality of the final practicum experience Quality of university supervision 				99	79.87	5.63				99	79.87	5.63
					99	79.63	5.70				99	79.63	5.70
					99	78.78	5.70				99	78.78	5.70
		59	86.41	2.93	99	86.80	5.89				158	86.61	4.41
CAEP R3	How satisfied are you with the overall quality of the following experiences within the EPP at Shepherd University: <ul style="list-style-type: none"> Student Teaching Practicum / Field-Based Experiences (before student-teaching) 							86	85.63	5.76	86	85.63	5.76
								86	72.28	5.48	86	72.28	5.48
CAEP R3	Regarding the instruction in your MAJOR, to what degree did faculty: <ul style="list-style-type: none"> Get to know you Understand your academic and career goals Take an interest in your progress toward graduation Make themselves accessible outside class Respond to your concerns 				99	75.41	5.69				99	75.41	5.69
					99	75.88	5.65				99	75.88	5.65
					99	77.07	5.61				99	77.07	5.61
					99	80.10	5.89				99	80.10	5.89
					99	79.51	5.78				99	79.51	5.78

Shepherd University EPP Mid-Point / Exit / Alumni Survey Data Overview [F2023 through S2025]

	To what degree was your ACADEMIC ADVISOR knowledgeable about: <ul style="list-style-type: none"> • Course requirements for your MAJOR • Degree requirements • Campus referral sources for personal, academic, or financial problems 	99	89.08	6.36			99	89.08	6.36	
		99	93.46	6.42			99	93.46	6.42	
		99	85.18	6.16			99	85.18	6.16	
	How satisfied are you with the overall quality of the following experiences within the EPP at Shepherd University: <ul style="list-style-type: none"> • Informal Faculty Contact • Guidance from Advisor 				86	38.51	5.44	86	38.51	5.44
					86	36.73	5.65	86	36.73	5.65
CAEP R4	... to what degree: <ul style="list-style-type: none"> • Were you satisfied with the Educator Preparation Program [EPP]? • Would you recommend the program to a close friend? • Did the EPP provide a positive academic experience? • Were you challenged to do your best academic work? • Were you motivated to do your best academic work? • Was the information you learned applicable to your future career? 	99	74.48	5.39	86	79.06	5.69	185	76.77	5.54
		99	67.65	5.25	86	79.06	5.63	185	73.35	5.44
		99	70.92	5.39	86	78.69	5.74	185	74.80	5.57
		99	80.72	5.85	86	90.37	6.10	185	85.54	5.97
		99	78.50	5.70	86	89.35	6.02	185	83.92	5.86
		99	77.65	5.70	86	84.24	5.93	185	80.94	5.81
	To what extent did the teacher education program at Shepherd: <ul style="list-style-type: none"> • Extend your career options • Assist you in selecting a career • Provide access to alumni • Provide access to employers • Increase your earning potential • Enhance your upward mobility • Provide interpersonal skills necessary to succeed • Provide teaching skills necessary to succeed 				86	69.50	5.16	86	69.50	5.16
					86	67.75	5.11	86	67.75	5.11
					86	44.39	4.30	86	44.39	4.30
					86	60.52	4.91	86	60.52	4.91
					86	47.17	4.26	86	47.17	4.26
			86	56.81	4.74	86	56.81	4.74		
			86	75.34	5.50	86	75.34	5.50		
			86	75.34	5.62	86	75.34	5.62		

NOTES:

Alumni Survey [Anonymous]

2023 N=12 (179 possible) / initial email sent July 24, 2023 [zero reminders] / return rate = 6.7%

2024 N=50 (198 possible) / initial email sent May 8, 2024 [plus five reminders] / return rate = 25.25%

2025 N=36 (176 possible) / initial email sent June 25, 2025 [plus five reminders] / return rate 20.46%

Exit Survey

2023 N=48 (54 possible) / return rate = 88.89% [One email sent Fall 2022; Initial email plus two reminders sent Spring 2023.]

2024 N=42 (52 possible) / return rate = 80.77% [Initial email plus two reminders sent Fall 2023; Initial email plus three reminders sent Spring 2024.]

2025 N=57 (57 possible) / return rate = 100% [Reminders sent to anyone who didn't complete until 100% reached. Total of three (3) emails sent each semester (fall and spring = initial plus two reminders).]

Mid-Point Survey

2023 N=45 (55 possible) / return rate = 81.82% [One email sent Fall 2022; Initial email plus one reminder sent Spring 2023.]

2024 N=41 (46 possible) / return rate = 89.13% [Initial email plus three reminders sent Fall 2023; Initial email plus three reminders sent Spring 2024.]

2025 N=59 (59 possible) / return rate = 100% [Reminders sent to anyone who didn't complete until 100% reached. Total of four (4) emails sent F24 (initial plus three reminders) / total of three (3) emails sent for S25 = initial plus two reminders.]

Shepherd University EPP Exit and Alumni Survey Data [2023-2024]

InTASC	CAEP	Exit Survey Question	Alumni Survey Question	EXIT F23 N=	EXIT S24 N=	AL S24 N=	EXIT % Rating >4 F23	EXIT % Rating >4 S24	EXIT TOTAL AVG %	ALUMNI % Rating >4 S24	EXIT Overall Mean F23	EXIT Overall Mean S24	EXIT OVERALL MEAN	ALUMNI Overall Mean S24	TOTAL N =	OVERALL TOTAL AVG % > 4	TOTAL OVERALL MEAN	Standard / Component % Overall	Standard / Component Mean Overall
1-3	R1.1	Q8a	Q15a	18	24	50	83.33	78.26	80.80	75.51	5.78	5.96	5.87	5.46	92	78.15	5.66	78.17	5.66
1-3	R1.1	Q8b	Q15b	18	24	50	83.33	73.91	78.62	63.27	5.83	5.75	5.79	5.06	92	70.95	5.43		
1-3	R1.1	Q8c	Q15c	18	24	50	88.89	86.96	87.93	75.51	6.28	6.13	6.20	5.38	92	81.72	5.79		
1-3	R1.1	Q8d	Q15d	18	24	50	83.33	65.22	74.28	63.27	5.83	5.50	5.67	4.94	92	68.77	5.30		
1-3	R1.1	Q10c	Q17c	18	24	50	88.89	82.61	85.75	85.71	6.17	6.00	6.08	5.72	92	85.73	5.90		
1-3	R1.1	Q10e	Q17e	18	24	50	88.89	82.61	85.75	81.63	6.17	6.00	6.08	5.66	92	83.69	5.87		
4-5	R1.2	Q9a	Q16a	18	24	50	77.78	86.96	82.37	71.43	5.44	5.92	5.68	5.28	92	76.90	5.48	81.26	5.70
4-5	R1.2	Q9b	Q16b	18	24	50	77.78	86.96	82.37	73.47	5.56	5.92	5.74	5.40	92	77.92	5.57		
4-5	R1.2	Q9c	Q16c	18	24	50	72.22	86.96	79.59	77.55	5.44	5.92	5.68	5.52	92	78.57	5.60		
4-5	R1.2	Q9d	Q16d	18	24	50	77.78	91.30	84.54	91.84	5.72	6.21	5.97	6.06	92	88.19	6.01		
4-5	R1.2	Q10a	Q17a	18	24	50	83.33	82.61	82.97	79.59	5.94	5.88	5.91	5.52	92	81.28	5.72		
4-5	R1.2	Q10b	Q17b	18	24	50	88.89	82.61	85.75	83.67	6.11	6.00	6.06	5.60	92	84.71	5.83		
6-8	R1.3	Q10d	Q17d	18	24	50	88.89	82.61	85.75	83.67	6.11	5.96	6.04	5.74	92	84.71	5.89	79.48	5.74
6-8	R1.3	Q11a	Q18a	18	24	50	83.33	86.96	85.15	65.31	5.89	6.04	5.96	5.28	92	75.23	5.62		
6-8	R1.3	Q11b	Q18b	18	24	50	83.33	86.96	85.15	67.35	5.89	6.08	5.98	5.36	92	76.25	5.67		
6-8	R1.3	Q11c	Q18c	18	24	50	83.33	86.96	85.15	67.35	5.89	6.04	5.96	5.40	92	76.25	5.68		
6-8	R1.3	Q11d	Q18d	18	24	50	83.33	86.96	85.15	75.51	6.00	6.17	6.09	5.52	92	80.33	5.80		
6-8	R1.3	Q11e	Q18e	18	24	50	83.33	86.96	85.15	73.47	5.94	6.04	5.99	5.52	92	79.31	5.76		
6-8	R1.3	Q13a*	Q19a	18	24	50		82.61	82.61	79.59		6.08	6.08	5.66	74	81.10	5.87		
6-8	R1.3	Q13b*	Q19b	18	24	50		78.26	78.26	63.27		5.92	5.92	5.30	74	70.77	5.61		
6-8	R1.3	Q13c*	Q19c	18	24	50		73.91	73.91	75.51		5.92	5.92	5.52	74	74.71	5.72		
6-8	R1.3	Q13d*	Q19d	18	24	50		82.61	82.61	79.59		6.04	6.04	5.62	74	81.10	5.83		
6-8	R1.3	Q13e*	Q19e	18	24	50		82.61	82.61	77.55		6.00	6.00	5.56	74	80.08	5.78		
6-8	R1.3	Q12a*	Q14a	18	24	50		86.96	86.96	81.63		5.92	5.92	5.76	74	84.30	5.84		
6-8	R1.3	Q12b*	Q14b	18	24	50		82.61	82.61	81.63		5.75	5.75	5.64	74	82.12	5.70		
6-8	R1.3	Q12c*	Q14c	18	24	50		86.96	86.96	73.47		5.88	5.88	5.54	74	80.22	5.71		
6-8	R1.3	Q12d*	Q14d	18	24	50		82.61	82.61	75.51		5.92	5.92	5.50	74	79.06	5.71		
6-8	R1.3	Q14a*	Q22a	18	24	50		78.26	78.26	81.63		5.67	5.67	5.54	74	79.95	5.61		
6-8	R1.3	Q14b*	Q22b	18	24	50		82.61	82.61	79.59		5.88	5.88	5.66	74	81.10	5.77		
6-8	R1.3	Q14c*	Q22c	18	24	50		82.61	82.61	85.71		5.83	5.83	5.74	74	84.16	5.79		
9-10	R1.4	Q15a	Q20a	18	24	50	83.33	86.96	85.15	87.76	5.72	6.17	5.95	5.96	92	86.45	5.95	88.01	6.04
9-10	R1.4	Q15b	Q20b	18	24	50	91.67	86.96	89.32	91.84	5.94	6.00	5.97	6.14	92	90.58	6.06		
9-10	R1.4	Q15c	Q20c	18	24	50	83.33	86.96	85.15	85.71	6.00	6.17	6.09	5.96	92	85.43	6.02		
9-10	R1.4	Q15d	Q20d	18	24	50	83.33	86.96	85.15	89.80	6.00	6.13	6.07	6.16	92	87.47	6.11		
9-10	R1.4	Q16a	Q21a	18	24	50	83.33	91.30	87.32	91.84	5.83	6.08	5.96	6.20	92	89.58	6.08		
9-10	R1.4	Q16b	Q21b	18	24	50	83.33	73.91	78.62	83.67	5.44	5.29	5.37	5.90	92	81.15	5.63		
9-10	R1.4	Q16c	Q21c	18	24	50	94.44	91.30	92.87	97.96	6.39	6.17	6.28	6.56	92	95.42	6.42		

Fall 2023 = Q12/Q13/Q14 Inadvertently Omitted from Exit Survey

Shepherd University EPP Exit and Alumni Survey Data [2023-2024]

InTASC	CAEP	Exit Survey Question	Alumni Survey Question	EXIT F23 N=	EXIT S24 N=	AL S24 N=	EXIT % Rating >4 F23	EXIT % Rating >4 S24	EXIT TOTAL AVG %	ALUMNI % Rating >4 S24	EXIT Overall Mean F23	EXIT Overall Mean S24	EXIT OVERALL MEAN	ALUMNI Overall Mean S24	TOTAL N =	OVERALL TOTAL AVG % > 4	TOTAL OVERALL MEAN	Standard / Component % Overall	Standard / Component Mean Overall
	R2	Q7a	n/a	18	24	n/a	77.78	91.30	84.54	n/a	5.61	5.96	5.79	n/a	42	84.54	5.79	79.47	5.68
	R2	Q7b	n/a	18	24	n/a	77.78	86.96	82.37	n/a	5.67	6.00	5.84	n/a	42	82.37	5.84		
	R2	Q7c	n/a	18	24	n/a	77.78	86.96	82.37	n/a	5.50	6.25	5.88	n/a	42	82.37	5.88		
	R2	Q7d	n/a	18	24	n/a	77.78	95.65	86.72	n/a	5.56	6.21	5.89	n/a	42	86.72	5.89		
	R2	n/a	Q2a	18	24	50	n/a	n/a	n/a	79.59	n/a	n/a	n/a	5.60	50	79.59	5.60		
	R2	n/a	Q2b	18	24	50	n/a	n/a	n/a	61.22	n/a	n/a	n/a	5.12	50	61.22	5.12		
	R3	Q4a	n/a	18	24	n/a	72.22	86.96	79.59	n/a	5.44	6.13	5.79	n/a	42	79.59	5.79	78.93	5.81
	R3	Q4b	n/a	18	24	n/a	72.22	82.61	77.42	n/a	5.50	5.96	5.73	n/a	42	77.42	5.73		
	R3	Q4c	n/a	18	24	n/a	72.22	78.26	75.24	n/a	5.33	5.79	5.56	n/a	42	75.24	5.56		
	R3	Q4d	n/a	18	24	n/a	66.67	78.26	72.47	n/a	5.56	5.88	5.72	n/a	42	72.47	5.72		
	R3	Q4e	n/a	18	24	n/a	77.78	73.91	75.85	n/a	5.67	5.79	5.73	n/a	42	75.85	5.73		
	R3	Q5a	n/a	18	24	n/a	94.44	86.96	90.70	n/a	6.61	6.38	6.50	n/a	42	90.70	6.50		
	R3	Q5b	n/a	18	24	n/a	100.00	86.96	93.48	n/a	6.67	6.29	6.48	n/a	42	93.48	6.48		
	R3	Q5c	n/a	18	24	n/a	88.89	82.61	85.75	n/a	6.28	5.96	6.12	n/a	42	85.75	6.12		
	R3	n/a	Q2c	18	24	50	n/a	n/a	n/a	71.43	n/a	n/a	n/a	5.30	50	71.43	5.30		
	R3	n/a	Q2d	18	24	50	n/a	n/a	n/a	67.35	n/a	n/a	n/a	5.18	50	67.35	5.18		
	R4	Q17a	Q23a	18	24	50	72.22	91.30	81.76	77.55	5.50	5.83	5.67	5.54	92	79.66	5.60	65.84	5.12
	R4	Q17b	Q23b	18	24	50	66.67	82.61	74.64	77.55	5.50	5.71	5.61	5.50	92	76.10	5.55		
	R4	Q17c	Q23c	18	24	50	66.67	82.61	74.64	79.59	5.50	5.63	5.57	5.62	92	77.12	5.59		
	R4	Q17d	Q23d	18	24	50	72.22	82.61	77.42	91.84	5.83	5.92	5.88	5.92	92	84.63	5.90		
	R4	Q17e	Q23e	18	24	50	72.22	78.26	75.24	89.8	5.56	5.79	5.68	5.86	92	82.52	5.77		
	R4	Q17e	Q23f	18	24	50	77.78	86.96	82.37	79.59	5.72	5.96	5.84	5.72	92	80.98	5.78		
	R4	n/a	Q3a	18	24	50	n/a	n/a	n/a	61.22	n/a	n/a	n/a	4.92	50	61.22	4.92		
	R4	n/a	Q3b	18	24	50	n/a	n/a	n/a	63.27	n/a	n/a	n/a	4.82	50	63.27	4.82		
R4	n/a	Q3c	18	24	50	n/a	n/a	n/a	38.78	n/a	n/a	n/a	4.04	50	38.78	4.04			
R4	n/a	Q3d	18	24	50	n/a	n/a	n/a	57.14	n/a	n/a	n/a	4.82	50	57.14	4.82			
R4	n/a	Q3e	18	24	50	n/a	n/a	n/a	38.78	n/a	n/a	n/a	3.88	50	38.78	3.88			
R4	n/a	Q3f	18	24	50	n/a	n/a	n/a	46.94	n/a	n/a	n/a	4.36	50	46.94	4.36			
R4	n/a	Q3g	18	24	50	n/a	n/a	n/a	67.35	n/a	n/a	n/a	5.30	50	67.35	5.30			
R4	n/a	Q3h	18	24	50	n/a	n/a	n/a	67.35	n/a	n/a	n/a	5.38	50	67.35	5.38			

Fall 2023 = Q12/Q13/Q14 Inadvertently Omitted from Exit Survey

Shepherd University EPP ST/Residency, Exit, and Alumni Survey Data [2024-2025]

InTASC	CAEP	Mid-Point STRES Survey Question	Final Survey Question	Exit Survey Question	Alumni Survey Question	MP F24 N=	MP S25 N=	Final F24 N=	Final S25 N=	EXIT F24 N=	EXIT S25 N=	AL S25 N=	MP % Rating >4 F24	MP % Rating >4 S25	MP TOTAL AVG %	Final % Rating >4 F24	Final % Rating >4 S25	FINAL TOTAL AVG %	EXIT % Rating >4 F24	EXIT % Rating >4 S25	EXIT TOTAL AVG %	ALUMNI % Rating >4 S25	MP Overall Mean F24	MP Overall Mean S25	MP OVERALL MEAN	Final Overall Mean F24	Final Overall Mean S25	FINAL OVERALL MEAN	EXIT Overall Mean F24	EXIT Overall Mean S25	EXIT OVERALL MEAN	ALUMNI Overall Mean S25	TOTAL N =	OVERALL TOTAL AVG %	TOTAL OVERALL MEAN	Standard / Component % Overall	Standard / Component Mean Overall
R3	Q7	Q7	n/a	n/a	n/a	28	31	22	35	n/a	n/a	n/a	53.57	48.39	50.98	81.82	59.09	70.46	n/a	n/a	n/a	n/a	3.54	3.58	3.56	3.91	3.59	3.75	n/a	n/a	n/a	n/a	116	41.73	3.66	75.52	5.52
R3	Q9	Q9	n/a	n/a	n/a	28	31	22	35	n/a	n/a	n/a	85.71	77.42	81.57	95.45	90.91	93.18	n/a	n/a	n/a	n/a	4.18	4.19	4.19	4.68	4.36	4.52	n/a	n/a	n/a	n/a	116	59.76	4.35		
R3	Q14	Q14	n/a	n/a	n/a	28	31	22	35	n/a	n/a	n/a	64.29	77.42	70.86	81.82	86.36	84.09	n/a	n/a	n/a	n/a	4.39	4.55	4.47	4.41	4.32	4.37	n/a	n/a	n/a	n/a	116	53.10	4.42		
R3	n/a	n/a	Q3a	n/a	n/a	n/a	n/a	n/a	22	35	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90.91	71.43	81.17	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5.86	5.40	5.63	n/a	57	81.17	5.63		
R3	n/a	n/a	Q3b	n/a	n/a	n/a	n/a	n/a	22	35	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81.82	60.00	70.91	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5.68	5.00	5.34	n/a	57	70.91	5.34		
R3	n/a	n/a	Q3c	n/a	n/a	n/a	n/a	n/a	22	35	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90.91	71.43	81.17	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6.14	5.63	5.89	n/a	57	81.17	5.89		
R3	n/a	n/a	Q3d	n/a	n/a	n/a	n/a	n/a	22	35	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	72.73	77.14	74.94	n/a	n/a	n/a	n/a	n/a	n/a	5.41	5.57	5.49	n/a	57	74.94	5.49		
R3	n/a	n/a	Q3e	n/a	n/a	n/a	n/a	n/a	22	35	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86.36	62.86	74.61	n/a	n/a	n/a	n/a	n/a	n/a	5.82	5.06	5.44	n/a	57	74.61	5.44		
R3	n/a	n/a	Q4a	n/a	n/a	n/a	n/a	n/a	22	35	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.18	74.29	71.24	n/a	n/a	n/a	n/a	n/a	n/a	5.45	5.74	5.60	n/a	57	71.24	5.60		
R3	n/a	n/a	Q4b	n/a	n/a	n/a	n/a	n/a	22	35	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.27	71.43	74.35	n/a	n/a	n/a	n/a	n/a	n/a	5.64	5.49	5.57	n/a	57	74.35	5.57		
R3	n/a	n/a	Q4c	n/a	n/a	n/a	n/a	n/a	22	35	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86.36	71.43	78.90	n/a	n/a	n/a	n/a	n/a	n/a	5.91	5.40	5.66	n/a	57	78.90	5.66		
R3	n/a	n/a	Q4d	n/a	n/a	n/a	n/a	n/a	22	35	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	95.45	80.00	87.73	n/a	n/a	n/a	n/a	n/a	n/a	6.36	5.77	6.07	n/a	57	87.73	6.07		
R3	n/a	n/a	Q4e	n/a	n/a	n/a	n/a	n/a	22	35	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86.36	80.00	83.18	n/a	n/a	n/a	n/a	n/a	n/a	6.00	5.66	5.83	n/a	57	83.18	5.83		
R3	n/a	n/a	Q5a	n/a	n/a	n/a	n/a	n/a	22	35	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86.36	88.57	87.47	n/a	n/a	n/a	n/a	n/a	n/a	6.09	6.37	6.23	n/a	57	87.47	6.23		
R3	n/a	n/a	Q5b	n/a	n/a	n/a	n/a	n/a	22	35	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	95.45	91.43	93.44	n/a	n/a	n/a	n/a	n/a	n/a	6.36	6.34	6.35	n/a	57	93.44	6.35		
R3	n/a	n/a	Q5c	n/a	n/a	n/a	n/a	n/a	22	35	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86.36	82.86	84.61	n/a	n/a	n/a	n/a	n/a	n/a	6.32	6.06	6.19	n/a	57	84.61	6.19		
R3	n/a	n/a	n/a	Q2c	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5.58	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5.58	36	77.78	5.58		
R3	n/a	n/a	n/a	Q2d	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6.11	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6.11	36	83.33	6.11		
R4	Q34	Q25	n/a	n/a	n/a	28	31	22	35	n/a	n/a	n/a	96.43	93.55	94.99	95.45	95.45	95.45	n/a	n/a	n/a	n/a	4.54	4.68	4.61	4.82	4.64	4.73	n/a	n/a	n/a	n/a	116	65.06	4.67		
R4	n/a	n/a	Q17a	Q23a	n/a	n/a	n/a	n/a	22	35	36	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.27	57.14	67.21	80.56	n/a	n/a	n/a	n/a	n/a	5.50	4.74	5.12	5.83	93	70.54	5.30		
R4	n/a	n/a	Q17b	Q23b	n/a	n/a	n/a	n/a	22	35	36	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	72.73	48.57	60.65	80.56	n/a	n/a	n/a	n/a	n/a	5.23	4.57	4.90	5.75	93	65.63	5.11		
R4	n/a	n/a	Q17c	Q23c	n/a	n/a	n/a	n/a	22	35	36	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.27	57.14	67.21	77.78	n/a	n/a	n/a	n/a	n/a	5.50	4.94	5.22	5.86	93	69.85	5.38		
R4	n/a	n/a	Q17d	Q23d	n/a	n/a	n/a	n/a	22	35	36	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90.91	77.14	84.03	88.89	n/a	n/a	n/a	n/a	n/a	6.23	5.40	5.82	6.28	93	85.24	5.93		
R4	n/a	n/a	Q17e	Q23e	n/a	n/a	n/a	n/a	22	35	36	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86.36	77.14	81.75	88.89	n/a	n/a	n/a	n/a	n/a	5.95	5.49	5.72	6.17	93	83.54	5.83		
R4	n/a	n/a	Q17f	Q23f	n/a	n/a	n/a	n/a	22	35	36	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.27	68.57	72.92	88.89	n/a	n/a	n/a	n/a	n/a	5.68	5.43	5.56	6.14	93	76.91	5.70		
R4	n/a	n/a	n/a	Q3a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.78	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5.39	36	77.78	5.39		
R4	n/a	n/a	n/a	Q3b	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	72.22	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5.39	36	72.22	5.39		
R4	n/a	n/a	n/a	Q3c	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4.56	36	50.00	4.56		
R4	n/a	n/a	n/a	Q3d	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63.89	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5.00	36	63.89	5.00		
R4	n/a	n/a	n/a	Q3e	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55.56	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4.64	36	55.56	4.64		
R4	n/a	n/a	n/a	Q3f	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.67	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5.11	36	66.67	5.11		
R4	n/a	n/a	n/a	Q3g	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.33	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5.69	36	83.33	5.69		
R4	n/a	n/a	n/a	Q3h	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.33	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5.86	36	83.33	5.86		

Fall 2024 – Q29b Inadvertently omitted from MP Survey
 F24 MP [Q7/Q9/Q14/Q19/Q20/Q23/Q34] + Final [Q9/Q11/Q20/Q21/Q23/Q25] > Parameters Changed to Match Expectations // MP+ Final Survey S25 Questions ALIGNED [Excl Q34+Q25]**

Shepherd University EPP Survey Alignment Overview [Eff F24]

		Current Candidates		Completers		Employers	
		SU EPP Mid-Point / Final Surveys	SU EPP Exit Survey	SU EPP Alumni Survey		SU EPP Employer Survey	
The Learner and Learning	<p>CAEP R1.1</p> <p>InTASC 1-3</p> <p>WVPTS 1B, 2A, 2B, 2D, 2E, 2F, 3F</p> <p>[DEI]</p>	<p>Q25: (To what extent) Did the Educator Preparation Program enhance your ability to create a productive CLASSROOM ENVIRONMENT which:</p> <ul style="list-style-type: none"> Actively engages students in the learning process; Establishes appropriate expectations for student behavior; Is safe; Reflects appropriate classroom management skills. <p>Q27: (To what extent) Did the Educator Preparation Program enhance your ability to reflect THE VALUE OF DIVERSITY IN TEACHING by:</p> <ul style="list-style-type: none"> Fostering an inclusive learning environment Relating positively to diverse students 	<p>Q8: (To what extent) Did the Educator Preparation Program enhance your ability to create a productive CLASSROOM ENVIRONMENT which:</p> <ul style="list-style-type: none"> Actively engages students in the learning process; Establishes appropriate expectations for student behavior; Is safe; Reflects appropriate classroom management skills. <p>Q10: (To what extent) Did the Educator Preparation Program enhance your ability to reflect THE VALUE OF DIVERSITY IN TEACHING by:</p> <ul style="list-style-type: none"> Fostering an inclusive learning environment Relating positively to diverse students 	<p>Q6: Regarding your current job or graduate school performance, how IMPORTANT is the ability to create a productive classroom environment which:</p> <ul style="list-style-type: none"> Actively engages students in the learning process Establishes appropriate expectations for student behavior Is safe Reflects appropriate classroom management skills <p>Q15: How well did the EPP at Shepherd enhance your ability to create a productive classroom environment that:</p> <ul style="list-style-type: none"> Actively engages students in the learning process Establishes appropriate expectations for student behavior Is safe Reflects appropriate classroom management skills <p>Q8: Regarding your current job or graduate school performance, how IMPORTANT is the ability to reflect the value of diversity in teaching by:</p> <ul style="list-style-type: none"> Fostering an inclusive learning environment Relating positively to diverse students <p>Q17: How well did the EPP at Shepherd enhance your ability to reflect the value of diversity in teaching by:</p> <ul style="list-style-type: none"> Fostering an inclusive learning environment Relating positively to diverse students 		<p>Q3: On a scale of 1 to 7 (see below), to what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from the EPP at Shepherd University regarding their ability to:</p> <ul style="list-style-type: none"> Create a Productive Classroom Environment Reflect the Value of Diversity in Teaching 	
	Content Knowledge	<p>CAEP R1.2</p> <p>InTASC 4-5</p> <p>WVPTS 1A, 1B, 1D, 2C, 3A, 3C, 3D</p> <p>[DEI]</p>	<p>Q26: (To what extent) Did the Educator Preparation Program enhance your ability to exhibit a MASTERY OF RELEVANT CONTENT related to:</p> <ul style="list-style-type: none"> Theories of student development Theories of student learning Theories of learning methods (PEDAGOGY) Your CONTENT field. <p>Q27: (To what extent) Did the Educator Preparation Program enhance your ability to reflect THE VALUE OF DIVERSITY IN TEACHING by:</p> <ul style="list-style-type: none"> Customizing instruction for diverse learners Establishing equity in the classroom 	<p>Q9: (To what extent) Did the Educator Preparation Program enhance your ability to exhibit a MASTERY OF RELEVANT CONTENT related to:</p> <ul style="list-style-type: none"> Theories of student development Theories of student learning Theories of learning methods (PEDAGOGY) Your CONTENT field. <p>Q10: (To what extent) Did the Educator Preparation Program enhance your ability to reflect THE VALUE OF DIVERSITY IN TEACHING by:</p> <ul style="list-style-type: none"> Customizing instruction for diverse learners Establishing equity in the classroom 	<p>Q7: Regarding your current job or graduate school performance, how IMPORTANT is the ability to exhibit a mastery of relevant content related to:</p> <ul style="list-style-type: none"> Theories of student development Theories of student learning Theories of teaching methods (i.e., pedagogy) Your content area / field <p>Q16: How well did the EPP at Shepherd enhance your ability to exhibit a mastery of the relevant content related to:</p> <ul style="list-style-type: none"> Theories of student development Theories of student learning Theories of teaching methods (i.e., pedagogy) Your content area / field <p>Q8: Regarding your current job or graduate school performance, how IMPORTANT is the ability to reflect the value of diversity in teaching by:</p> <ul style="list-style-type: none"> Customizing instruction for diverse learners Establishing equity in the classroom <p>Q17: How well did the EPP at Shepherd enhance your ability to reflect the value of diversity in teaching by:</p> <ul style="list-style-type: none"> Customizing instruction for diverse learners Establishing equity in the classroom 		<p>Q3: On a scale of 1 to 7 (see below), to what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from the EPP at Shepherd University regarding their ability to:</p> <ul style="list-style-type: none"> Exhibit a Mastery of Relevant Content Reflect the Value of Diversity in Teaching

Instructional Practice	<p>CAEP R1.3</p> <p>InTASC 6-8</p> <p>WVPTS 1A, 1B, 1C, 1E, 3B, 3C, 3D, 3E</p> <p>[DEI]</p> <p>[Tech]</p>	<p>Q27: (To what extent) Did the Educator Preparation Program enhance your ability to reflect THE VALUE OF DIVERSITY IN TEACHING by:</p> <ul style="list-style-type: none"> Implementing strategies for providing equal access to knowledge and skills for all students <p>Q28: (To what extent) Did the Educator Preparation Program enhance your ability to demonstrate EFFECTIVE CLASSROOM INSTRUCTION which:</p> <ul style="list-style-type: none"> Engages students in critical thinking Engages students in collaborative problem solving Fosters student development in relevant areas (e.g., intellectual, personal, social) Is responsive to student questions Makes subject matter meaningful to all students <p>Q29: (To what extent) Did the Educator Preparation Program enhance your ability to apply knowledge of ASSESSMENT STRATEGIES to:</p> <ul style="list-style-type: none"> Align assessments with relevant standards Create effective assignments for all students Provide evidence of student academic growth Provide timely feedback to students regarding their academic progress <p>Q30: (To what extent) Did the Educator Preparation Program enhance your ability to apply your ability to develop EFFECTIVE LESSON PLANS that:</p> <ul style="list-style-type: none"> Align to relevant content standards Are appropriately paced and structured Are modified according to the needs of all students Encourage multiple means of student communication (e.g., listening, speaking, writing) Integrate activities and materials effectively <p>Q31: (To what extent) Did the Educator Preparation Program enhance your ability to INTEGRATE TECHNOLOGY into the teaching experience to:</p> <ul style="list-style-type: none"> Assess student learning Enhance student learning Improve the classroom experience 	<p>Q10: (To what extent) Did the Educator Preparation Program enhance your ability to reflect THE VALUE OF DIVERSITY IN TEACHING by:</p> <ul style="list-style-type: none"> Implementing strategies for providing equal access to knowledge and skills for all students <p>Q11: (To what extent) Did the Educator Preparation Program enhance your ability to demonstrate EFFECTIVE CLASSROOM INSTRUCTION which:</p> <ul style="list-style-type: none"> Engages students in critical thinking Engages students in collaborative problem solving Fosters student development in relevant areas (e.g., intellectual, personal, social) Is responsive to student questions Makes subject matter meaningful to all students <p>Q12: (To what extent) Did the Educator Preparation Program enhance your ability to apply knowledge of ASSESSMENT STRATEGIES to:</p> <ul style="list-style-type: none"> Align assessments with relevant standards Create effective assignments for all students Provide evidence of student academic growth Provide timely feedback to students regarding their academic progress <p>Q13: (To what extent) Did the Educator Preparation Program enhance your ability to apply your ability to develop EFFECTIVE LESSON PLANS that:</p> <ul style="list-style-type: none"> Align to relevant content standards Are appropriately paced and structured Are modified according to the needs of all students Encourage multiple means of student communication (e.g., listening, speaking, writing) Integrate activities and materials effectively <p>Q14: (To what extent) Did the Educator Preparation Program enhance your ability to INTEGRATE TECHNOLOGY into the teaching experience to:</p> <ul style="list-style-type: none"> Assess student learning Enhance student learning Improve the classroom experience 	<p>Q8: Regarding your current job or graduate school performance, how IMPORTANT is the ability to reflect the value of diversity in teaching by:</p> <ul style="list-style-type: none"> Implementing strategies for providing equal access to knowledge and skills for all students <p>Q17: How well did the EPP at Shepherd enhance your ability to reflect the value of diversity in teaching by:</p> <ul style="list-style-type: none"> Implementing strategies for providing equal access to knowledge and skills for all students <p>Q9: Regarding your current job or graduate school performance, how IMPORTANT is the ability to apply knowledge of assessment strategies to demonstrate effective classroom instruction which:</p> <ul style="list-style-type: none"> Engages students in critical thinking Engages students in classroom collaborative problem solving Fosters student development in relevant areas (i.e., intellectual, personal, social) Is responsive to student questions Makes subject matter meaningful to all students <p>Q18: How well did the EPP at Shepherd enhance your ability to demonstrate effective classroom instruction that:</p> <ul style="list-style-type: none"> Engages students in critical thinking Engages students in classroom collaborative problem solving Fosters student development in relevant areas (i.e., intellectual, personal, social) Is responsive to student questions Makes subject matter meaningful to all students <p>Q10: Regarding your current job or graduate school performance, how IMPORTANT is the ability to develop effective lesson plans that:</p> <ul style="list-style-type: none"> Align to relevant content standards Are appropriately paced and structured Are modified according to the needs of all students Encourage multiple means of student communication (i.e., listening, speaking, writing) Integrate activities and materials effectively <p>Q19: How well did the EPP at Shepherd enhance your ability to develop effective lesson plans that:</p> <ul style="list-style-type: none"> Align to relevant content standards Are appropriately paced and structured Are modified according to the needs of all students Encourage multiple means of student communication (i.e., listening, speaking, writing) Integrate activities and materials effectively <p>Q5: Regarding your current job or graduate school performance, how IMPORTANT is the ability to apply knowledge of assessment strategies to:</p> <ul style="list-style-type: none"> Align assessments with relevant standards Create effective assignments for all students Provide evidence of student academic growth Provide timely feedback to students regarding their academic progress <p>Q14: How well did the EPP at Shepherd enhance your ability to apply knowledge of assessment strategies to:</p> <ul style="list-style-type: none"> Align assessments with relevant standards Create effective assignments for all students Provide evidence of student academic growth Provide timely feedback to students regarding their academic progress <p>Q13: Regarding your current job or graduate school performance, how IMPORTANT is the ability to integrate technology into the teaching experience to:</p> <ul style="list-style-type: none"> Assess student learning Improve the classroom experience Enhance student learning <p>Q22: How well did the EPP at Shepherd enhance your ability to integrate technology into the teaching experience to:</p> <ul style="list-style-type: none"> Assess student learning Improve the classroom experience Enhance student learning 	<p>Q3: On a scale of 1 to 7 (see below), to what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from the EPP at Shepherd University regarding their ability to:</p> <ul style="list-style-type: none"> Apply Knowledge of Assessment Strategies Create a Productive Classroom Environment Demonstrate Effective Classroom Instruction Develop Effective Lesson Plans Reflect the Value of Diversity in Teaching Integrate Technology into the Teaching Experience
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Professional Responsibility	<p>CAEP R1.4</p> <p>InTASC 9-10</p> <p>WVPTS 4-5</p>	<p>Q32: (To what extent) Did the Educator Preparation Program enhance your ability to display appropriate PROFESSIONAL SKILLS through:</p> <ul style="list-style-type: none"> Articulating basic professional values and beliefs Assessing your skills and weaknesses as a teacher Demonstrating a commitment to teaching Demonstrating an understanding of professional codes of conduct <p>Q33: (To what extent) Did the Educator Preparation Program enhance your ability to BUILD COLLABORATIVE PROFESSIONAL RELATIONSHIPS with:</p> <ul style="list-style-type: none"> Colleagues in your school Families/guardians of students Students 	<p>Q15: (To what extent) Did the Educator Preparation Program enhance your ability to display appropriate PROFESSIONAL SKILLS through:</p> <ul style="list-style-type: none"> Articulating basic professional values and beliefs Assessing your skills and weaknesses as a teacher Demonstrating a commitment to teaching Demonstrating an understanding of professional codes of conduct <p>Q16: (To what extent) Did the Educator Preparation Program enhance your ability to BUILD COLLABORATIVE PROFESSIONAL RELATIONSHIPS with:</p> <ul style="list-style-type: none"> Colleagues in your school Families/guardians of students Students 	<p>Q11: Regarding your current job or graduate school performance, how IMPORTANT is the ability to display appropriate professional skills through:</p> <ul style="list-style-type: none"> Articulating basic professional values and beliefs Assessing your strengths and weaknesses as a teacher Demonstrating a commitment to teaching Demonstrating an understanding of professional codes of conduct <p>Q20: How well did the EPP at Shepherd enhance your ability to display appropriate professional skills through:</p> <ul style="list-style-type: none"> Articulating basic professional values and beliefs Assessing your strengths and weaknesses as a teacher Demonstrating a commitment to teaching Demonstrating an understanding of professional codes of conduct <p>Q12: Regarding your current job or graduate school performance, how IMPORTANT is the ability to build collaborative professional relationships with:</p> <ul style="list-style-type: none"> Colleagues in your school Families/guardians of students Students <p>Q21: How well did the EPP at Shepherd enhance your ability to build collaborative professional relationships with:</p> <ul style="list-style-type: none"> Colleagues in your school Families/guardians of students Students 	<p>Q2: On a scale of 1 to 7 (see below), to what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from the EPP at Shepherd University regarding their:</p> <ul style="list-style-type: none"> Commitment to Their Current Job Professionalism Work Ethic <p>Q3: On a scale of 1 to 7 (see below), to what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from the EPP at Shepherd University regarding their ability to:</p> <ul style="list-style-type: none"> Build Collaborative Professional Relationships Display Appropriate Professional Skills
Overall Satisfaction and Feedback for Continuous Improvement	<p>CAEP R2</p> <p>WVPTS 5</p>	<p>Q10: Based on your experience during the [first/second] half of your practicum experience, if you were offered a teaching job by this ADMINISTRATOR after graduation, would you consider taking the position?</p> <ul style="list-style-type: none"> Yes No Maybe <p>Q11: Please briefly explain your response to the previous question: "Based on your experience during the first half of your practicum experience, if you were offered a teaching job by this ADMINISTRATOR after graduation, would you consider taking the position?"</p> <p>Q20: Finish this sentence: "If I had the opportunity to work with my COOPERATING TEACHER again, I would..."</p> <ul style="list-style-type: none"> ...truly look forward to it. My CT is wonderful! ...consider it, but I would prefer to work with a CT who was more engaged and/or supportive. ...decline the opportunity. I do not feel I was able to grow as much as I would have hoped during this experience. ...decline the opportunity. The CT did not adhere to the guidelines established by Shepherd University for this experience. 	<p>Q7: How satisfied were you with the:</p> <ul style="list-style-type: none"> Process of securing a student teaching/residency placement Choice of student teaching / residency placements Quality of the final practicum experience Quality of university supervision 	<p>Q2: How satisfied are you with the overall quality of the following experiences within the EPP at Shepherd University:</p> <ul style="list-style-type: none"> Student Teaching Practicum / Field-Based Experiences (before student-teaching) 	

<p>CAEP R3</p>	<p>Q7. Please choose the comment that best matches the level of support you received from the ADMINISTRATOR during the [FIRST / SECOND] HALF of your practicum experience.</p> <ul style="list-style-type: none"> • The level of support I received from the administrator exceeded my expectations. • The level of support I received from the administrator was frequent and valuable. • The administrator sometimes checked in to see if I had any questions. • The administrator offered little support. • The administrator was not involved in my practicum experience. <p>Q19: Rate your response to the following statement: "During my practicum experience, my COOPERATING TEACHER treated me like a full-time colleague. I was encouraged to participate in faculty meetings, parent-teacher conferences, and other professional educator responsibilities/duties."</p> <ul style="list-style-type: none"> • Strongly Agree • Agree • Neither Agree nor Disagree • Disagree • Strongly Disagree <p>Q21: In what ways could this COOPERATING TEACHER provide better support for future candidates? Please include anything you believe would be valuable in selecting cooperating teachers and placement of candidates moving forward.</p> <p>Q23: During the [FIRST/SECOND] HALF of your final practicum, has your UNIVERSITY SUPERVISOR been available / accessible to you?</p> <ul style="list-style-type: none"> • Yes • Sometimes • No 	<p>Q3: To what degree did courses in your MAJOR provide:</p> <ul style="list-style-type: none"> • Meaningful class discussions • Meaningful assignments • Encouragement to participate in class • Encouragement for students to work together • Content that was well organized <p>Q4: Regarding the instruction in your MAJOR, to what degree did faculty:</p> <ul style="list-style-type: none"> • Get to know you • Understand your academic and career goals • Take an interest in your progress toward graduation • Make themselves accessible outside class • Respond to your concerns <p>Q5: To what degree was your ACADEMIC ADVISOR knowledgeable about:</p> <ul style="list-style-type: none"> • Course requirements for your MAJOR • Degree requirements • Campus referral sources for personal, academic, or financial problems <p>Q6: Regarding your FELLOW STUDENTS, how satisfied were you with their:</p> <ul style="list-style-type: none"> • Academic quality • Ability to work in teams • Level of camaraderie • Commitment to the teaching profession 	<p>Q2: How satisfied are you with the overall quality of the following experiences within the EPP at Shepherd University:</p> <ul style="list-style-type: none"> • Informal Faculty Contact • Guidance from Advisor 	<p>Q1: On a scale of 1 to 7 (see below), to what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from the EPP at Shepherd University regarding their:</p> <ul style="list-style-type: none"> • Analytical Skills • Critical Thinking Skills • Oral Communication Skills • Problem-Solving Skills • Written Communication Skills
<p>CAEP R4</p>	<p>Q34: Indicate your response to the following statement: "At this point in my final clinical practicum (student teaching/residency) experience, I believe I will be ready to begin my career as a professional educator when I graduate."</p> <ul style="list-style-type: none"> • Strongly Agree • Agree • Neither Agree nor Disagree • Disagree • Strongly Disagree 	<p>Q17: Regarding your experience in the Educator Preparation Program, to what degree:</p> <ul style="list-style-type: none"> • Were you satisfied with the Educator Preparation Program [EPP]? • Would you recommend the program to a close friend? • Did the EPP provide a positive academic experience? • Were you challenged to do your best academic work? • Were you motivated to do your best academic work? • Was the information you learned applicable to your future career? 	<p>Q23: Regarding your experience in the EPP at Shepherd, to what degree...</p> <ul style="list-style-type: none"> • Were you satisfied with the teacher education program? • Would you recommend the teacher education program to a close friend or family member? • Did the EPP provide a positive academic experience? • Were you challenged to do your best academic work? • Were you motivated to do your best academic work? • Was the information you learned applicable to your future career? <p>Q3: To what extent did the teacher education program at Shepherd:</p> <ul style="list-style-type: none"> • Extend your career options • Assist you in selecting a career • Provide access to alumni • Provide access to employers • Increase your earning potential • Enhance your upward mobility • Provide interpersonal skills necessary to succeed • Provide teaching skills necessary to succeed 	<p>Q4: On a scale of 1 to 7 (see below), to what degree:</p> <ul style="list-style-type: none"> • Are you satisfied with the overall performance of recent graduates from the EPP at Shepherd University? • Would you recommend that your school/organization hire graduates from the EPP at Shepherd University in the future? <p>Q5: In comparison to other recent hires with similar levels of education and experience, how would you rate the preparation of recent graduates from the EPP at Shepherd University? (Among the least prepared / Less prepared than others / About as prepared as others / Better prepared than others / Among the best prepared / Unable to make a comparison)</p>
<p>CAEP R5 WVPTS 5</p>	<p>Q35: In what ways could the Educator Preparation Program at Shepherd University improve to provide better support to our teacher candidates before and/or during the final clinical practicum (student teaching/residency) experience?</p>	<p>Q18: How can we improve the Educator Preparation Program at Shepherd for future students?</p>	<p>Q25: What could the EPP at Shepherd University do to improve the program for future students?</p>	<p>Q6: What could the EPP at Shepherd University do to improve the preparation of our graduates?</p>

SU EPP Mid-Point / Exit / Final Survey Demographic Questions

1. I am a/an...

- Undergraduate Student (BA)
- Graduate Student (MAT)

2. My specialization area is...

- Elementary Education [Multi-Subjects K-6]
- Art Education [PK-Adult]
- Biology Education [9-Adult]
- Chemistry Education [9-Adult]
- English Language-Arts Education [5-Adult]
- General Science Education [5-Adult]
- Mathematics Education [5-Adult]
- Mathematics Education (5-9) [Endorsement]
- Music Education [PK-Adult]
- Physical Education [PK-Adult]
- Social Studies Education [5-Adult]
- Social Studies Education (5-9) [Endorsement]
- Spanish Education [5-Adult]
- Family and Consumer Sciences (FACS) [5-Adult] MAT ONLY
- World Languages [5-Adult] MAT ONLY

SU EPP Exit Survey Demographic Questions

23. Did you complete the majority of your program as a full- or part-time student?

- Full-Time
- Part-Time

24. What is your gender?

- Female
- Male
- Transgender
- Non-binary
- Prefer not to answer

25. What is your age?

- 20 years old or younger

- 21 to 25 years old
- 26 to 30 years old
- 31 to 40 years old
- 41 to 50 years old
- 51 years or older

26. What is your ethnicity?

- Hispanic or Latino
- Not Hispanic or Latino
- Prefer not to answer

27. What is your race?

- American Indian or Alaska Native
- Asian
- Black or African American
- White
- Native Hawaiian or other Pacific Islander
- Prefer not to answer

28. Are you an International Student (i.e., not a US citizen or permanent US resident)?

- Yes
- No
- Prefer not to answer

29. Did either of your parents/guardians graduate from college?

- Yes, one of my parents/guardians graduated from college.
- Yes, both of my parents/guardians graduated from college.
- No, neither of my parents/guardians graduated from college.
- I don't know.

30. Please provide your PERSONAL EMAIL ADDRESS. This address will be used to contact you for the Alumni surveys at the end of your first few years of teaching. (You will be able to OPT-OUT at any time, but your feedback will continue to be valuable.)

Shepherd University EPP Employer Survey Responses – Standard R1 [R4.2]

The degree to which Employer Respondents report satisfaction in each of the following categories for our recent graduates employed within their districts within the last five years (scale of 1-7 / on average) are as follows [disaggregated as related specific to the criteria in R1]:

Standard R1 Criterion	Characteristic	Employer Survey 2023 (N = 4)				Employer Survey 2024 (N = 17)				Employer Survey 2025 (N = 17)			
		Mean	Median	Mode	Range	Mean	Median	Mode	Range	Mean	Median	Mode	Range
[See Below]	Q1. Analytical Skills	5.75	6	6	1	4.59	4	4	4	5	4	4	4
	Q1. Critical Thinking Skills	6	6	6	2	4.59	4	4	4	4.75	4	4	3
	Q1. Oral Communication Skills	6	6	6	2	4.82	5	4	4	6.4	7	7	4
	Q1. Problem-Solving Skills	5.75	6	6	3	4.76	5	4	4	5.8	7	7	4
	Q1. Written Communication Skills	5.5	6	6	2	4.94	5	4	4	5.2	4	4	3
Professional Responsibility	Q2. Commitment to Their Current Job	6	6	6	2	5.24	5	5	5	6.1	7	7	3
Professional Responsibility	Q2. Professionalism	6.25	6	6	1	5.41	5	5	3	4.75	7	7	4
Professional Responsibility	Q2. Work Ethic	5.75	5.5	5	2	5.12	5	5	3	6.4	7	7	3
Instructional Practice	Q3. Apply Knowledge of Assessment Strategies	5.5	5	5	2	4.53	4	4	4	5.8	5.5	4	4
Professional Responsibility	Q3. Build Collaborative Professional Relationships	6	6	6	3	5	5	4	3	5.2	7	7	5
Learner and Learning	Q3. Create a Productive Classroom Environment	5.5	5.5	n/a	2	4.65	4	4	4	6.1	7	7	4
Instructional Practice	Q3. Demonstrate Effective Classroom Instruction	6	6	6	1	4.71	5	5	5	4.75	7	7	4
Instructional Practice	Q3. Develop Effective Lesson Plans	5.75	6	6	2	4.88	5	5	4	6.4	4	4	3
Professional Responsibility	Q3. Display Appropriate Professional Skills	5.75	5.5	5	2	4.82	5	4	3	5.8	7	7	5
Content Knowledge	Q3. Exhibit a Mastery of Relevant Content	5.5	5.5	n/a	3	5.06	5	5	4	5.2	7	7	4
Technology	Q3. Integrate Technology into the Teaching Experience	5.75	5.5	5	2	5	5	4	4	6.1	7	7	3
Learner and Learning	Q3. Reflect the Value of Diversity in Teaching	5.5	5.5	5	1	4.94	5	4	3	7	7	7	4

Responses (overall mean) Related to the Specific Criteria for R1	2023 (N = 4)	2024 (N = 17)	2025 (N = 17)
R1.1: Learner and Learning	5.5	4.74	5.43
R1.2: Content Knowledge:	5.5	5.06	5.20
R1.3: Instructional Practice	5.75	4.78	6.03
R1.4: Professional Responsibility	5.95	5.12	5.65
<i>Technology</i>	5.75	5	6.1

Shepherd University EPP Employer Survey Responses – Standard R4.2 [2023 – 2025 / N = 38]

The degree to which Employer Respondents report satisfaction in each of the following categories for our recent graduates employed within their districts within the last five years are as follows (Scale 1 [Not at All] to 7 [Extremely]):

Question	Employer Survey 2023 (N = 4)				Employer Survey 2024 (N = 17)				Employer Survey 2025 (N = 17)			
	Mean	Median	Mode	Range	Mean	Median	Mode	Range	Mean	Median	Mode	Range
Q4a. Are you satisfied with the overall performance of recent graduates from the EPP at Shepherd University? [CAEP R4]	6	6	6	2	5.06	5	5	4	6.4	7	7	3
Q4b. Would you recommend that your school/organization hire graduates from the EPP at Shepherd University in the Future? [CAEP R4]	6.5	6.5	6	1	5.24	5	6	4	5.8	7	7	3

(Scale of 1-7)

The degree to which Employer Respondents report satisfaction in each of the following categories for our recent graduates employed within their districts within the last five years are as follows (Scale 0-5* [See below]):

Question	Employer Survey 2023 (N = 4)				Employer Survey 2024 (N = 17)				Employer Survey 2025 (N = 17)			
	Mean	Median	Mode	Range	Mean	Median	Mode	Range	Mean	Median	Mode	Range
Q5. In comparison to other recent hires with similar levels of education and experience, how would you rate the preparation of recent graduates from the EPP at Shepherd University? [CAEP R4]	4	4	3	2	3.94	4	3	2	5.2	4	4	5

(Scale of 0-5)

- Among the Best Prepared [5]
- Better Prepared than Others [4]
- About as Prepared as Others [3]
- Less Prepared than Others [2]
- Among the Least Prepared [1]
- Unable to Make a Comparison [0] *

** Option Added to survey in 2025*

**Employer Survey
Qualitative Responses / Q6
[2023 – 2025 / N = 38]**

“What could the EPP at Shepherd University do to improve the preparation of our graduates?”

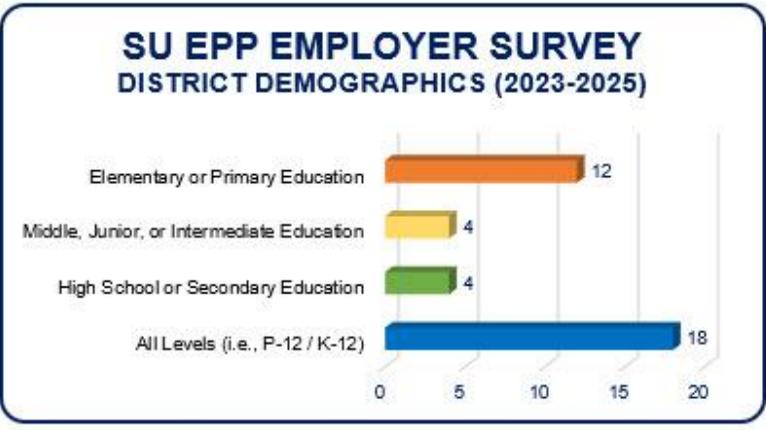
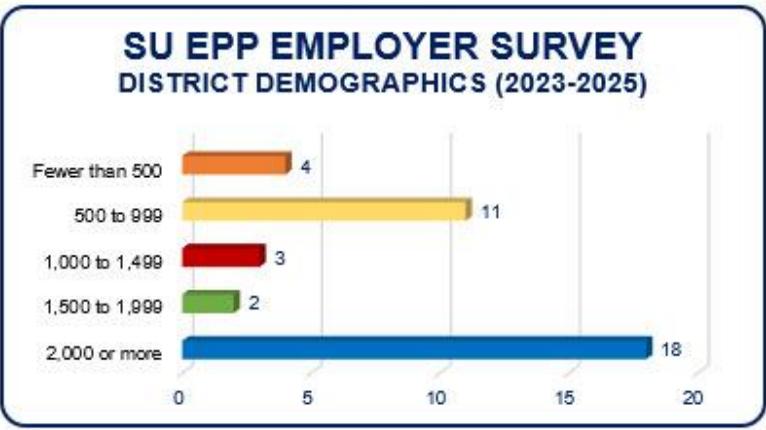
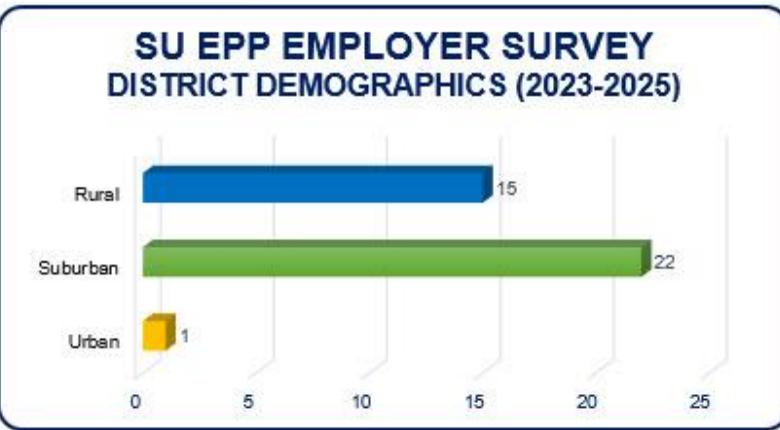
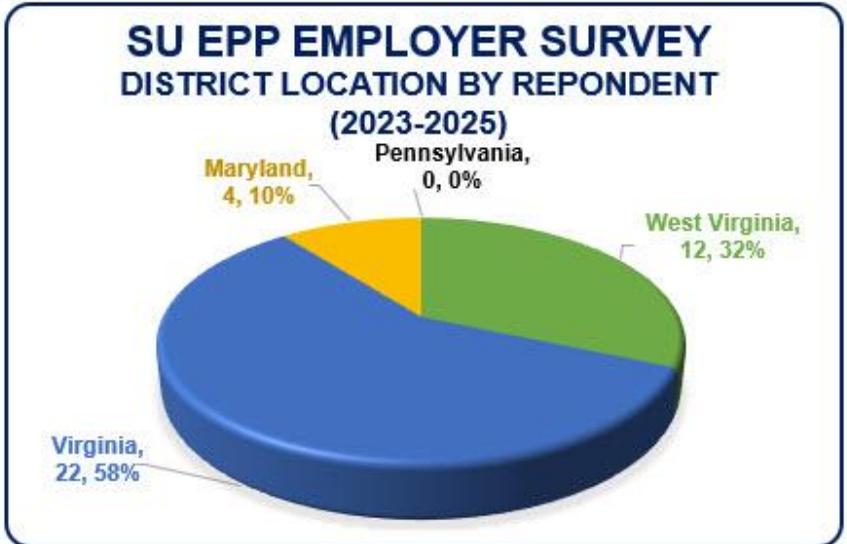
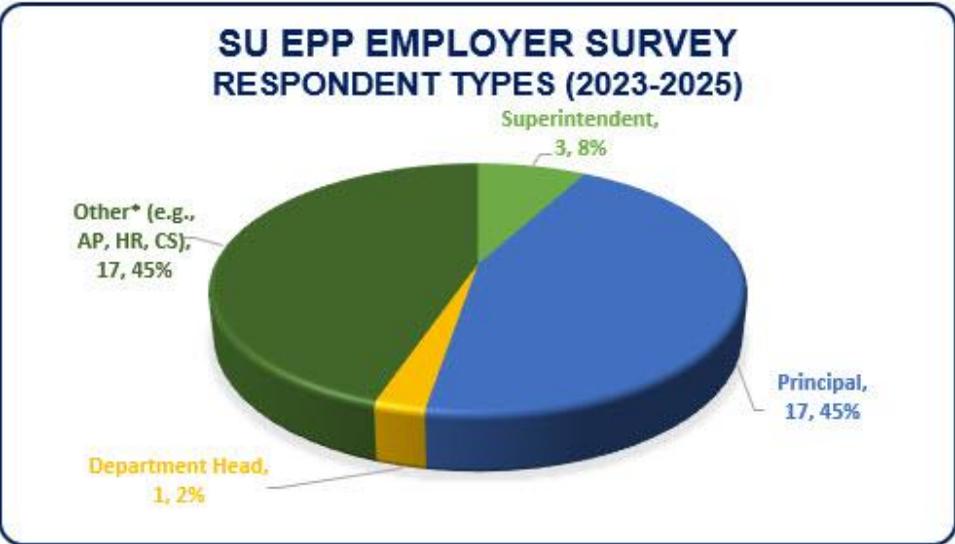
**Common Themes Identified:	Approx. Mentions
Classroom Management	10+
Differentiation/Engagement	6–7
Special Education / Behavioral Needs	5–6
Science of Reading / Literacy	4–5
Data Use / Assessment	3–4
Professionalism / Communication	3–4
Licensure / Practical Preparation	2–3
SEL & Teacher Wellbeing	2–3
<i>Positive Feedback / No Suggestions</i>	6+

****Based on this feedback, the EPP at Shepherd University might consider the following Continuous Improvement measures:**

1. Strengthening the implementation of classroom management and behavioral strategies across the curriculum.
2. Embedding Science of Reading and literacy-focused instruction more deeply in education coursework.
3. Expanding training in differentiated instruction and student engagement practices.
4. Offering more practicum or hands-on experiences with diverse learners (SPED, SEL, behavioral needs).
5. Better preparing students for real-world professionalism and licensure requirements.

***via ChatGPT Analysis of all responses received 2023 - 2025 / July 1, 2025*

DEMOGRAPHIC INFORMATION EMPLOYER SURVEY RESPONDENTS [2023 – 2025 / N = 38]



Respondent Type = Other* (Please Specify)

- Human Resources Senior Manager
- Diversity Recruitment & Retention Specialist
- Director
- Human Resources
- Teacher Induction Supervisor
- Assistant Principal
- Teaching and Learning Coordinator
- Deputy Superintendent for Instruction
- Assistant Principal
- Assistant Superintendent
- Coordinator in Teaching and Learning
- Human Resources
- Teaching and Learning Coordinator
- Executive Director
- Teacher & New Teacher Mentor
- Chief HR Officer (in conj w/curriculum specialist & academic coach)



SHEPHERD
UNIVERSITY

Cooperating Teacher Exit Survey

R1 (R3 / R4) Data

Fall 2025

**Shepherd University EPP Cooperating Teacher Survey Responses – Standard R1
Spring 2024
(Questions Inadvertently Excluded from Survey in F2024 - S2025)**

The degree to which Cooperating Teacher Respondents report satisfaction in each of the following categories for our candidates engaged within their districts (scale of 1-7 / on average) are as follows [disaggregated as related specific to the criteria in R1]:

Standard R1 Criterion	Characteristic	CT Exit Survey Spring 2024 (N = 33)			
		Mean	Median	Mode	Range
[See Below]	Q18. Analytical Skills	5.61	6	6	5
	Q18. Critical Thinking Skills	5.64	6	6	5
	Q18. Oral Communication Skills	5.91	6	7	5
	Q18. Problem-Solving Skills	5.85	6	7	5
	Q18. Written Communication Skills	5.64	6	6	5
Learner and Learning	Q19. Create a Productive Classroom Environment	5.61	6	6	6
Learner and Learning	Q19. Reflect the Value of Diversity in Teaching	5.55	6	6	5
Content Knowledge	Q19. Exhibit a Mastery of Relevant Content	5.61	6	5	5
Instructional Practice	Q19. Apply Knowledge of Assessment Strategies	5.55	6	6	5
Instructional Practice	Q19. Demonstrate Effective Classroom Instruction	5.67	6	6	5
Instructional Practice	Q19. Develop Effective Lesson Plans	5.45	6	5	6
Professional Responsibility	Q20. Commitment to Their Current Job	5.97	6	7	6
Professional Responsibility	Q20. Professionalism	6.15	7	7	4
Professional Responsibility	Q20. Work Ethic	5.91	6	7	6
Professional Responsibility	Q21. Build Collaborative Professional Relationships	6.03	6	7	6
Professional Responsibility	Q21. Display Appropriate Professional Skills	6.12	6	7	4
Technology	Q19. Integrate Technology into the Teaching Experience	5.36	6	6	6

Responses (overall mean) Related to the Specific Criteria for R1	S2024 (N = 33)
R1.1: Learner and Learning	5.68
R1.2: Content Knowledge:	5.71
R1.3: Instructional Practice	5.66
R1.4: Professional Responsibility	6.04
Technology	5.36

The degree to which Cooperating Teacher Respondents report satisfaction in each of the following categories for our candidates engaged within their districts are as follows (Scale 1 [Not at All] to 7 [Extremely]):

Question	S2024 (N = 33)			
	Mean	Median	Mode	Range
Q22a. Are you satisfied with the overall performance of the candidate(s) with whom you've worked this semester from the EPP at Shepherd? [CAEP R4]	5.85	6	7	6
Q22b. Would you recommend that your school/organization hire graduates from the EPP at Shepherd University in the Future? [CAEP R4]	5.97	6	7	4

(Scale of 1-7)

The degree to which Cooperating Teacher Respondents report satisfaction in each of the following categories for our candidates engaged within their districts are as follows (Scale 0-5* [See below]):

Question	S2024 (N = 33)			
	Mean	Median	Mode	Range
Q23. In comparison with other teacher candidates with whom you've worked from other colleges/universities with similar levels of education/experience, how would you rate the level of preparation of candidates from the EPP at Shepherd University? [CAEP R4]	2.12	2	0	6

(Scale of 0-5)

- Among the Best Prepared [5]
- Better Prepared than Others [4]
- About as Prepared as Others [3]
- Less Prepared than Others [2]
- Among the Least Prepared [1]
- Unable to Make a Comparison [0]

