



Measure 3: Candidate competency at completion. (R3.3)

Initial Programs

Shenandoah University's EPP examines a series of data points to determine candidates' overall competency and readiness to be licensed and enter the classroom. These data points collected at program completion include scores on licensure tests and EPP-created assessments (i.e., Student Teaching Evaluations, E-Portfolio, and Teacher Work Sample)

Licensure Exams

Table 1 below presents the descriptive statistics for 2022-23 Completers' licensure exams Praxis II, VCLA and RVE.

Table 1 *Descriptive Statistics for 2022-23 Completers' Licensure Exam Scores*

Licensure Exams	2022-23 Completers			
	N	Mean	SD	Candidate Pass Rate (%)
Praxis II	22	172.50	7.10	100
Praxis II - Math	< 10			100
Praxis II - Social Studies	< 10			100
Praxis II - Science	< 10			100
VCLA	26	502.73	22.28	100
Writing	26	242.35	11.82	100
Reading	26	260.38	15.70	100
RVE	< 10			100

Praxis II

Program completers in 2022-23 had a 100% Praxis II pass rate. ETS states “The Praxis tests measure a teacher candidate's knowledge and subject-specific content knowledge needed for teaching. Each Praxis assessment reflects what educators across the United States believe to be important for new teachers”

(<https://www.ets.org/praxis/site/epp/about.html>). All initial teacher education endorsement areas are required to pass the Praxis II. Elementary PK-6 and Special Education are required to take three additional Praxis II content tests in math, social studies, and science.

VCLA (Virginia Communication & Literacy Assessment)

Program completers in 2022-23 had a 100% VCLA pass rate. “The VCLA measures the communication and literacy skills necessary to teach and communicate effectively with parents and others in the education community.” <https://www.va.nesinc.com/>

RVE

Elementary and special education 2022-23 Completers had a 100% RVE. Praxis Series Reading for Virginia Educators (RVE) (5306 & 5205) is a reading assessment required for endorsements in Elementary Education PreK-6 and Special Education. “Specifically, it measures teachers on how to use assessments to gauge students' progress and plan future lessons, knowledge of how students develop language skills, and knowledge of students' development in both reading and writing” ([Praxis® 5306: Elementary & Special Education Practice Test & Study](#)).

EPP-created Assessments

At program completion, the initial programs have three key assessments (i.e., Student Teaching Evaluation, E-Portfolio, and Teacher Work Sample). Each assessment is aligned with the seven Virginia Teacher Performance Standards.

Student Teaching Mid/Final Evaluations (STE)

The Student Teaching Mid/Final Evaluation is the summative performance evaluation of a candidate's teaching, which is assessed twice during student teaching (Midterm = first seven weeks, Final = second seven weeks).

Both the mid and the final are completed by the candidate (self) and the university supervisor. Some endorsement areas have a third evaluator, a cooperating teacher. The rubric is modeled after the Virginia

Teacher Performance Standards. The rubric response options are *Unacceptable* (1), *Developing/Needs Improvement* (2), *Proficient* (3), and *Exemplary* (4). These assessment results for 2022-23 Completers are presented in Table 2. When looking at the Final STE averages across the three evaluators (i.e., candidate, cooperating teacher, and university supervisor), completers exhibited proficiency (3) to outstanding (4) ability.

Table 2. Means (*M*) and Standard Deviations (*SD*) for 2022-23 Completers' Final Student Teaching Evaluations

Virginia Teacher Performance Standards	2022-23 Completers Final Student Teaching Evaluation					
	Candidate (N = 19)		Cooperating Teacher (N = 15)		University Supervisor (N = 18)	
	M	SD	M	SD	M	SD
VA #1 Professional Knowledge	3.32	.36	3.49	.45	3.44	.45
VA #2 Instructional Planning	3.26	.34	3.37	.48	3.41	.45
VA #3 Instructional Delivery	3.22	.29	3.36	.44	3.42	.43
VA #4 Assessment of & for Student Learning	3.16	.28	3.31	.41	3.31	.43
VA #5 Learning Environment	3.20	.31	3.34	.52	3.40	.41
VA #6 Professionalism	3.24	.33	3.28	.52	3.33	.46
VA # 7 Culturally Responsive & Equitable	3.24	.36	3.24	.48	3.35	.46
VA # 8 Student Academic Progress	3.07	.32	3.18	.43	3.35	.44
Student Teaching Final Evaluation	3.22	.28	3.36	.42	3.38	.42

E-Portfolio

The e-portfolio resides in Google Sites on the candidate's website through SU email. The purpose of the portfolio is for candidates to present themselves and their work to a prospective employer. While candidates build their e-portfolios and portions are assessed within courses, the final completed e-portfolio is a Key Assessment and is rubric-scored during the last few weeks of student teaching/internship/ mentorship II. The

rubric items follow the Virginia Teacher Performance Standard, and each standard has an evidence and narrative component. The rubric response options are *Unacceptable* (1), *Developing/Needs Improvement* (2), *Proficient* (3), and *Exemplary* (4). When looking at the E-Portfolio averages across the two evaluators (i.e., university supervisor and advisor), completers exhibited proficiency (3) to outstanding (4) ability in all Virginia Teacher Performance Standards except for the university supervisor and advisor’s average ratings of VA # 6 and VA #7 which were slightly below proficient (3).

Table 3. Means (*M*) and Standard Deviations (*SD*) for 2022-23 Completers’ E-Portfolios

Virginia Teacher Performance Standards	2022-23 Completers’ E-Portfolios			
	University Supervisor (N = 18)		Advisor (N = 16)	
	M	SD	M	SD
VA #1 Professional Knowledge	3.00	.73	3.13	.43
VA #2 Instructional Planning	3.11	.65	3.28	.45
VA #3 Instructional Delivery	3.22	.67	3.19	.54
VA #4 Assessment of & for Student Learning	3.14	.59	3.19	.60
VA #5 Learning Environment	3.19	.60	3.19	.60
VA #6 Professionalism	2.97	.70	2.91	.66
VA # 7 Culturally Responsive & Equitable	2.97	.70	3.31	.51
VA # 8 Student Academic Progress	3.06	.70	3.16	.35
E-Portfolio	3.08	.58	3.13	.39

Teacher Work Sample (TWS)

The Teacher Work Sample (TWS) is a methodology—a performance approach assignment that enables teacher candidates to document the application of knowledge and skills to teach; analyze and reflect upon both the teaching and learning that occur; and align teaching and learning goals with school, district, and state standards. The parts of the assessment are taught to candidates and assessed during the methods courses, but the Key

Assessment is the final Teacher Work Sample performed during the Student Teaching / Internship /Management & Mentorship II course of the program. The TWS has eight sections (see Table 4), and each section is mapped to the corresponding Virginia Teacher Performance Standard. The rubric response options are *Unacceptable* (1), *Developing/Needs Improvement* (2), *Proficient* (3), and *Exemplary* (4). These assessment results for 2022-23 Completers are presented in Table 4. When looking at the Teacher Work Sample sections and total by average advisor scores, supervisors found the 2022-23 Completers to exhibit proficiency (3) ability. However, the university supervisors' average scores found the 2022-23 Completers to be in the developing/needs improvement range (2) for three of the eight TWS sections.

Table 4 Means (*M*) and Standard Deviations (*SD*) for 2022-23 Completers' Teacher Work Sample

Teacher Work Sample Sections	2022-23 Completers			
	University Supervisor (N = 16)		Advisor (N = 13)	
	M	SD	M	SD
Contextual Factors (VA 2, 4, 5)	3.30	.37	3.29	.44
Learning Outcomes (VA 1, 2, 4)	3.09	.30	3.13	.63
Assessment Plan (VA 1 & 4)	3.02	.29	3.12	.36
Design for Instruction (VA 1, 2, 3, & 4)	3.09	.22	3.22	.36
Instructional Decision Making (VA 3 & 4)	3.06	.47	3.23	.42
Analysis of Student Learning (VA 6 & 8)	2.94	.46	3.23	.43
Reflection & Self- evaluation (VA 3, 4, & 6)	2.89	.36	3.21	.48
Scholarly Style (VA 6)	2.98	.33	3.23	.55
Teacher Work Sample	3.05	.26	3.22	.53

