

CAEP Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]

- **Measure 1: Completer effectiveness. (R4.1)**

Data must address: (a) completer impact in contributing to P-12 student-learning growth **AND** (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

The EPP tracks recent graduates and their contribution based on the WV Professional Teaching Standards in the annual review from administrators in WV public schools. Completers ranked “Accomplished” or “Distinguished” in every category.

In effectiveness in applying professional knowledge, skills, and dispositions, the average was 3.67 on a scale of 4, ranking between Accomplished and Distinguished on the WVPTS.

- **Measure 2: Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1)**

Data provided should be collected on employers' satisfaction with program completers.

The WVDE required the use of a state-selected assessment program, Skyfactor, for each EPP to use for the 2021-2022 reporting period. The overall success of this program was less than desirable, so its use was discontinued. The EPP entered all requested data for program completers for the last 10 years. The EPP was unable to access the employer information, as that was generated automatically from Skyfactor once the information was received from the completer. This EPP was above average in the response rate from completers but received no return assessments by employers.

This EPP has returned to the previous satisfaction survey of employers who judged completers finishing their first- and third-year teaching based on the InTasc Standards with emphasis on the quality of preparation provided by the EPP. The institution has had excellent success with this assessment tool in the past and hopes this return will result in effective compilation of data.

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

Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflects the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)

The clinical experience is evaluated by college supervisor through several, documented, on-site observations where the candidate is assessed using the WV Professional Teacher Standards and the EPP distinctives.

The candidates also submit lesson plans for evaluation throughout their experience. They are evaluated on 5 Standards, with a goal of a 3 (Accomplished) on every standard:

1. Development, Learning and Motivation.
2. Curriculum
3. Instruction
4. Assessment
5. Professionalism

The overall score from the lesson plan evaluations for all candidates was 3.5.

The students also complete a WVTPA which is evaluated by the college supervisor and scores submitted to the WV Higher Education Policy Commission.

The candidates are required to pass Praxis subject assessments in Reading and Language Arts, Mathematics, Social Studies, Science, and Principles of Learning and Teaching (K-6) to be recommended for state licensure. Candidates were very successful on the Reading/Language Arts and Math subsets, with an 80% pass rate. Despite the use of several preparation tools and multiple attempts, the 2021-22 program completers struggled passing the complete battery of assessments. Several completers are continuing to work towards mastery.

The host teacher assesses the candidate at the midterm point and completion using the WVPTS. Completers scored an average of Accomplished or Distinguished in all categories at their completion.

The candidate completes an InTasc exit survey. It addresses the Standards of The Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility. The average for 2021-2022 completers was 4.8/5.

- **Measure 4: Ability of completers to be hired** (in positions for which they have prepared.)

Of the 2021-2022 completers, 80% entered the profession at accredited non-public schools and one became a certified substitute teacher. They are all continuing into their second year of teaching.