2022 Annual Reporting Measures

The Council for the Accreditation of Educator Preparation (CAEP) requires that Education Preparation Providers (EPPs) publicly share program information. There are four current annual reporting measures used to examine both program impact and program outcomes.

Contents

Measure 1. Completer Impact and Effectiveness

Our program used a case study approach to collect and analyze student growth data connected to an Elementary Education teacher from the 2019-2020 completion cohort. These data are from the i–Ready assessment administered during the 2020-2021 academic year. This assessment provides grade-level placement information for reading and mathematics. Specific grade-level information has been redacted for completer and student privacy.

When reviewing the data below, it is important to think about the context of the pandemic, which has significantly altered instruction over the 2020-2021 academic year. Data are presented for transparency, but it is difficult to evaluate the completer's impact on P–12 learning and development due to the challenges of living, teaching, and learning during a global pandemic.

Grade Level Placement for Reading	Initial Placement Count	Initial Placement Percent	Mid–Year Placement Count	Mid–Year Placement Percent
One Grade Level Above	0	0.0%	1	7.7%
Late Current Grade Level	2	15.4%	1	7.7%
Mid Current Grade Level	1	7.7%	4	30.8%
Early Current Grade Level	1	7.7%	0	0.0%
One Grade Level Below	4	30.8%	3	23.1%
Two Grade Levels Below	5	38.5%	4	30.8%
Total	13	~100.0%	13	~100.0%

Grade Level Placement for Mathematics	Initial Placement Count	Initial Placement Percent	Mid–Year Placement Count	Mid–Year Placement Percent
One Grade Level Above	0	0.0%	0	0.0%
Late Current Grade Level	0	0.0%	0	0.0%
Mid Current Grade Level	0	0.0%	1	7.7%
Early Current Grade Level	4	30.8%	3	23.1%
One Grade Level Below	4	30.8%	5	38.5%
Two Grade Levels Below	5	38.5%	4	30.8%
Total	13	~100.0%	13	~100.0%

Teaching Effectiveness. Collecting teaching effectiveness data has been the biggest challenge for our program as Kentucky no longer has a state mandated and funded internship program for new teachers. The former internship program included multiple rounds of observations from experienced teachers, school administrators, and college faculty from education preparation providers. Our program attempted to collect observational data in Spring 2021, but we did not reach our goal due to complications from the pandemic.

Current Work. This year, our program's approach is to collect observation and P-12 student data from our 2020-2021 and 2018-2019 completers. This approach will produce cohort data one year and three years out from program completion and we intend to follow this method in the future. Observation data for four to five completers and P-12 student data from the classrooms of potentially three completers will be reported next year.

Recent Berea College completers will also participate in a focus group at the end of this term. The current moderator guide consists of questions aligned to InTASC standards and consider current areas for growth identified by Education Studies faculty and staff.

Measure 2. Satisfaction of Employers and Stakeholder Involvement

Satisfaction of Employers. Eight of the 14 completers from the 2019–2020 completion cohort are full–time teachers in their area of preparation. We contacted their employers, and two out of the eight principals responded to the employer satisfaction survey, resulting in a 25.0% response rate. Principals rated the completers' performance using a 5-point Likert scale (1 = Highly Ineffective, 5 = Highly Effective). Results from the five principals who responded for the 2018–2019 completers are available for comparison. For both cohorts, 100% of principals indicated that completers' performance is effective or highly effective.

Survey Indicators	Completion Cohort	Average Rating
1. Developing instructional outcomes that are appropriate for all learners.	2019–2020	4.5
	2018–2019	4.6
2. Designing instructional activities that are differentiated for individual learners.	2019–2020	4.5
	2018–2019	4.6
3. Engaging in classroom management that maximizes behaviors that are conducive to the learning environment.	2019–2020	4.5
	2018–2019	4.6
4. Engaging in classroom management that minimizes behaviors that are disruptive to the learning environment.	2019–2020	4.5
	2018–2019	4.6
5. Implementing culturally responsive instruction.	2019–2020	4.5
	2018–2019	4.4
6. Using technology that facilitates student learning.	2019–2020	5.0
	2018–2019	4.8
7. Designing assessments that allow students to demonstrate learning in a variety of ways.	2019–2020	4.0
	2018–2019	4.2
8. Utilizing assessment data to inform instruction.	2019–2020	4.0
	2018–2019	4.2
9. Communicating with families to provide updates on their students.	2019–2020	4.0
	2018–2019	4.2
10. Collaborating with colleagues to create a culture of professional inquiry.	2019–2020	4.5
	2018–2019	4.6

Stakeholder Involvement

Co-Construction of Assessments. Proposed validity and assessment work includes content and construction input from our core collaborators, which consist of our P-12 advisory council (Community of Teachers), and EDS faculty and staff. Once feedback has been received for an assessment instrument, a wider group of stakeholders participate in completing a content validity survey. This stakeholder group includes program completers from the past 10 academic years, P-12 program partners, content area faculty as appropriate, and TEP faculty.

MOA Agreement Examples.
1) Working with school districts to set up and place candidates with highly qualified mentor/cooperating teachers
2) Scheduling modifications between candidates and mentor/cooperating teachers
3) Mentor/cooperating teacher initiated intervention or termination of placement
4) Mentor/cooperating teacher evaluations to inform candidate professional growth

Community of Teachers' Summer Institute. The Summer Institute was hosted virtually on June 21 and 22, 2021. Twenty-one (21) teachers, administrators, and Berea faculty participated. All participants received *Is Everyone Really Equal: An Introduction to Key Concepts in Social Justice Education* by Özlem Sensoy and Robin DiAngelo. The Institute was planned by a working group consisting of Berea faculty and staff, and Community of Teachers (CoT) members. The agenda was developed by that committee considering survey data gathered from the entire CoT and built around three strands:
1. COVID Changes We Want to Keep and Changes We Want to Throw Out
2. Integrating Technology Seamlessly into Instruction
3. Teaching for Equity & Diversity

The institute included panel discussions, plenary speakers, small group discussions, and a book discussion. It also included working sessions during which participants helped us enhance elements of our program by:
1. Thinking about dispositions throughout the curriculum and
2. Providing feedback for creating a New Teacher Mentorship Program

Summer Institute Website

The Teacher Preparation Accountability Committee (TPAC). The TPAC committee operates with an understanding that teacher preparation is a college wide activity and responsibility. TPAC is the coordinating body between the Education Studies Department, the college community, and the school partners. The committee is charged with the overall responsibility to assist in the planning, approving, and reviewing all teacher education programs that lead to public school teaching licensure. The Committee must ensure that the institutional mission, the departmental philosophy, and the most effective approaches to teacher education are considered in all policy matters. The Committee will monitor teacher education policies and program practices for compliance and conformity with current national and state standards, and responsiveness to regional educational needs.

Measure 3: Candidate Competency at Completion

Program Completion Rates. Rates are approximately 60–70% for teacher candidates who enter the program. Typically, candidates complete the program in two or two and a half years depending upon whether they are admitted during the second term of the sophomore year or the first term of the junior year. However, some candidates may need three years or longer to complete the program if individual circumstances arise that require a leave of absence.

Program Completion Categories	# of 2016-2017 Program Admits	% of 2016-2017 Program Admits	# of 2017-2018 Program Admits	% of 2017-2018 Program Admits	# of 2018-2019 Program Admits	% of 2018-2019 Program Admits
Completed program	11	65%	8	57%	12	67%
Did not complete program	5	29%	5	36%	5	28%
Enrolled at time of report	1	6%	1	7%	1	6%
Total	**17**	**100%**	**14**	**100%**	**18**	**100%**

Certification Exam Pass Rates. Overall, a majority of program completers earn their initial certification from the Kentucky Education Professional Standards Board (EPSB). Only one completer has not received their certification over the past three cohorts. The completer did meet the Praxis II requirement. Data for individual certification areas are redacted due to small numbers. There are 12 completers in the 2018-2019 cohort, 14 completers in the 2019-2020 cohort, and 9 completers in the 2020-2021 cohort.

Certification Rates and Certification Exam Pass Rates	# of 2018–2019 Completers	% of 2018-2019 Completers	# of 2019–2020 Completers	% of 2019-2020 Completers	# of 2020-2021 Completers	% of 2020-2021 Completers
Received initial certification from the Kentucky EPSB	11	92%	14	100%	9	100%
Passed the Praxis 2	11	92%	14	100%	9	100%

Certification Rates and Certification Exam Pass Rates	# of 2018–2019 Completers	% of 2018-2019 Completers	# of 2019–2020 Completers	% of 2019-2020 Completers	# of 2020-2021 Completers	% of 2020-2021 Completers
Passed the PLT	12	100%	14	100%	9	100%

Grade Point Average Competency Measure. The Education Professional Standards Board requires for completers to receive a cumulative grade point average of 2.75 on a 4.0 scale or a grade point average of 3.0 on a 4.0 scale on the last thirty (30) hours of credits completed in order to receive certification to teach. As evidenced below, our completers have no trouble meeting that expectation.

	2018–2019 Completers	2019–2020 Completers	2020-2021 Completers
Average GPA	3.65	3.54	3.47

Student Teaching Term Grades. Completers are required to receive at least a B- in their Student Teaching term courses. Below you will find the average grade given to completer cohorts over the last three years. As the average indicates, completers overwhelmingly exceed the minimum required for program completion.

	2018–2019 Completers	2019–2020 Completers	2020-2021 Completers
Student Teaching Grade Point Average	3.76	3.92	3.93

Measure 4. Ability of Completers to be Hired in Education Positions for Which they Have Been Prepared

At one year post-completion, 56% of the 2018–2019 completers were employed as full–time teachers in the certification/content area they received training in. Many completers who are not teaching full-time in their content area are working in P–12 schools and/or other educational organizations (such as higher education institutions, Partnercorps, etc.). Teaching during the COVID pandemic has created challenges for our completers and some more recent completers have reported a hesitancy to enter the field before instruction has normalized.

Employment Categories	# of 2018–2019 Completers	% of 2018-2019 Completers	# of 2019–2020 Completers	% of 2019-2020 Completers	# of 2020-2021 Completers	% of 2020-2021 Completers
Full–time teacher in certification area	6	50%	8	57%	3	33%
Full–time teacher outside of certification area	1	8%	1	7%	1	11%
Part–time teaching or support role in P–12 school	2	17%	1	7%	3	33%
Employee in an educational organization	1	8%	3	21%	0	0%
Full–time graduate student	0	0%	1	7%	0	0%
Employee in a field outside of education	2	17%	0	0%	2	22%
Total	**12**	**100%**	**14**	**~100%**	**9**	**100%**