

2023 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.

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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 2018-2019 completion cohort. These data are from the i-Ready assessment administered during the 2021-2022 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. The goal indicated by the completer's principal was for the completer to realize 100% growth for the class in both math and language arts. That goal was achieved. See figures below.

Figure 1.1 Percent of class growth, Math

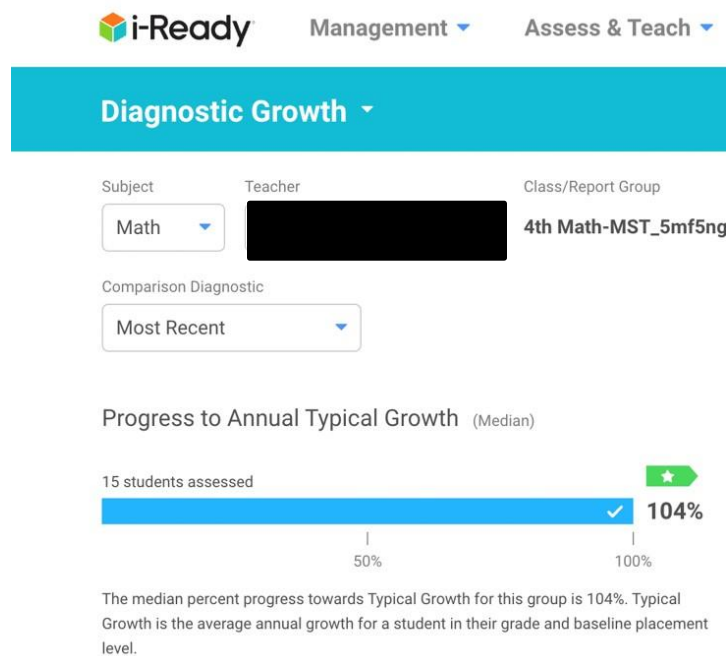
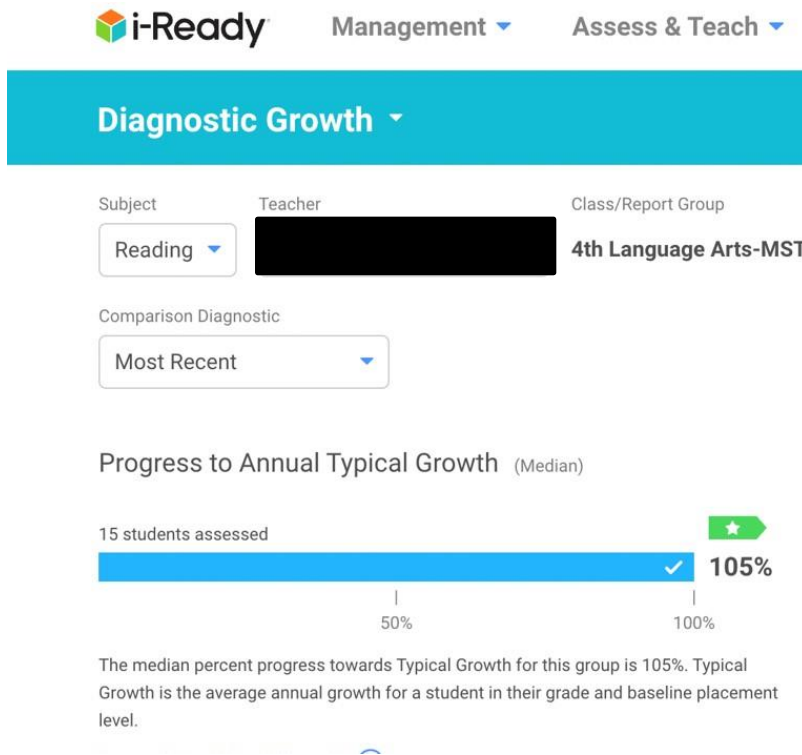


Figure 2.1 Percent of class growth, Language Arts

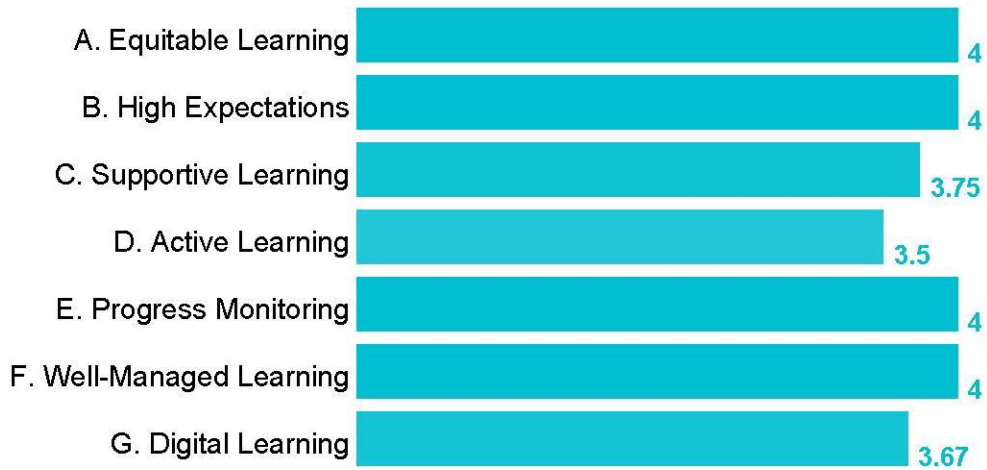


To determine completer effectiveness, the EDS reviewed observation data collected by program faculty and employers for four completers—two who completed in 2018-19 and two who completed in 2020-21. Three of the four completers were evaluated with an evaluation instrument targeting three domains (Planning and Preparation, Classroom Environment, Instruction). The fourth completer was evaluated using the *Effective Learning Environments Observation Tool*. Both instruments utilize a 4-point scale with a “1” being Insufficient and a “4” being Exemplary. All completers scored at the upper end of the rating continuum. See table and figure below.

Table 1 Observation Data by Domain, Completers 1-3

Danielson Domain Averages			
Completers	Planning and Preparation	Classroom Environment	Instruction
Completer 1	4	4	4
Completer 2	3.5	4	4
Completer 3	3	3.5	3.2
Total	3.5	3.8	3.7

Figure 3.1 Observation Data by Domain, Completer 4



Measure 2. Satisfaction of Employers and Stakeholder Involvement

Satisfaction of Employers. There were nine completers in the 2020-21 cohort. We contacted their employers and received a response from three on the employer satisfaction survey. Principals rated the completers' performance using a 5-point Likert scale (1 = Highly Ineffective, 5 = Highly Effective). 100% of principals indicated that completers' performance is effective or highly effective.

Survey Indicators	Average Rating
1. Developing instructional outcomes that are appropriate for all learners.	4.7
2. Designing instructional activities that are differentiated for individual learners.	4.3
3. Engaging in classroom management that maximizes behaviors that are conducive to the learning environment.	5
4. Engaging in classroom management that minimizes behaviors that are disruptive to the learning environment.	4.7
5. Implementing culturally responsive instruction.	4.3
6. Using technology that facilitates student learning.	4.7
7. Designing assessments that allow students to demonstrate learning in a variety of ways.	4
8. Utilizing assessment data to inform instruction.	4
9. Communicating with families to provide updates on their students.	5
10. Collaborating with colleagues to create a culture of professional inquiry.	5

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

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.

Completer Interviews by Stamats. Recent Berea College completers are invited to participate in interviews conducted by a third-party consulting team. The moderator guide consists of questions aligned to InTASC standards and includes current areas for growth identified by Education Studies faculty and staff. Participants provide feedback regarding the quality of their preparation for the field, as well as suggestions that faculty may consider for continued program improvement.

Measure 3: Candidate Competency at Completion

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 14 completers in the 2019-2020 cohort, 9 completers in the 2020-2021 cohort, and 10 completers in the 2021-2022 cohort.

Certification Rates and Certification Exam Pass Rates	# of 2019-2020 Completers	% of 2019-2020 Completers	# of 2020-2021 Completers	% of 2020-2021 Completers	# of 2021-2022 Completers	% of 2021-2022 Completers
Received initial certification from the Kentucky EPSB	14	100%	9	100%	10	100%
Passed Praxis II	14	100%	9	100%	9	90%
Passed Praxis PLT	14	100%	9	100%	10	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.

	2019-2020 Completers	2020-2021 Completers	2021-2022 Completers
Average GPA	3.54	3.47	3.60

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.

	2019-2020 Completers	2020-2021 Completers	2021-2022 Completers
Student Teaching Grade Point Average	3.92	3.93	3.89

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

At one year post-completion, 70% of the 2021–2022 completers were employed as full-time teachers in the certification/content area they received training in. Twenty percent (20%) are employed outside of education and 10% are are working within a school on a part-time basis.

Employment Categories	# of 2019–2020 Completers	% of 2019-2020 Completers	# of 2020-2021 Completers	% of 2020-2021 Completers	# of 2021-2022 Completers	% of 2021-2022 Completers
Full-time teacher in certification area	8	57%	3	33%	7	70%
Full-time teacher outside of certification area	1	7%	1	11%	0	0%
Part-time teaching or support role in P-12 school	1	7%	3	33%	1	10%
Employee in an educational organization	3	21%	0	0%	0	0%
Full-time graduate student	1	7%	0	0%	0	0%
Employee in a field outside of education	0	0%	2	22%	2	20%
Total	14	~100%	9	100%	10	100%