

CAEP Accredited Programs and Certifications

Initial – Licensure Level Programs	
Active Programs	Dormant Programs
Art - PreK-Adult	Biology - 9-Adult
Early Education - PreK-K	Chemistry - 9-Adult
Elementary Education - K-6	English - 5-9
English - 5-Adult	General Math through Algebra 1 - 5-9
Health - PreK-Adult	General Science - 5-9
Physical Education - PreK-Adult	General Science - 5-Adult
Preschool Special Needs - PreK-K	Mathematics (Comprehensive) - 5-Adult
Reading Endorsement - K-6	Social Studies - 5-9
Social Studies - 5-Adult	
Theatre - PreK-Adult	

CAEP Annual Reporting Measures

Measure of Completer Impact	Comparison with Benchmark	Source
Impact Measures (CAEP Standard 4)		
1. Impact on P-12 Learning and Development (CAEP Standard 4.1)		
West Virginia Evaluation Rubrics for Teachers – Rating for Standards 6.1 and 6.2 provided by WV Department of Education for 2015-2016 graduates	The state has not provided data for comparison at this time. First year teachers are expected to be at the "Emerging" level on the WV Evaluation Rubrics for Teachers used in the WV teacher evaluation system.	Data provided by the WV Department of Education

Teacher evaluation data was provided by the West Virginia Department of Education to the College for D&E graduates that were teaching in West Virginia's public schools during the data collection year of 2017. All D&E graduates were all rated as "accomplished" at the end of their first year of teaching. The 2018 data collection for teacher evaluation is not available at this time but will be forthcoming from the West Virginia Department of Education.

Fall 2015
n = 3 Candidates

Candidate	Endorsement	2nd Endorsement	EPP	County Evaluation	Eval Raiting	Eval Raiting	Evaluation Date	School Math Prof	School Reading Prof	Eval Progres Track	EVAL SCHOOL YEAR	GRAD_SE M
A	Physical Education (PreK-A)	Health Education (PreK-A)	Davis and Elkins Coll	Kanawha	A	A	2017-05-23 14:52:10.0	31.3100	33.6600	I	2017	2015 Dec
A	Physical Education (PreK-A)		Davis and Elkins Coll	Kanawha	A	A	2017-05-23 14:52:10.0	31.3100	33.6600	I	2017	2015 Dec
B	Social Studies (5-A)		Davis and Elkins Coll	Randolph	A	A	2017-06-01 13:45:30.0	23.9900	49.2800	I	2017	2015 Dec
C	Art Education (PreK-A)	*	Davis and Elkins Coll	Randolph	*	*	*	*	*	*	*	2015 Dec

*Data for a 3rd candidate was not provided

Spring 2016
n = 3 candidates

Candidate	Endorsement	2nd Endorsement	EPP	County Eval	Eval Raiting	Eval Raiting	Eval Date	School Math Prof	School Reading Prof	Eval Progres Track	Year Eval	Semester of Graduation
A	English (5-A)	-English	Davis and Elkins Coll	Randolph	A	A	2017-06-06 10:34:54.0	23.9900	49.2800	I	2017	2016 May
A	English (5-A)	-Social Studies	Davis and Elkins Coll	Randolph	A	A	2017-06-06 10:34:54.0	23.9900	49.2800	I	2017	2016 May
B	Physical Education (PreK-A)	-Health Education	Davis and Elkins Coll	Tyler	A	A	2017-05-22 15:39:43.0	21.8900	40.5100	I	2017	2016 May
B	Physical Education (PreK-A)	-Physical Education	Davis and Elkins Coll	Tyler	A	A	2017-05-22 15:39:43.0	21.8900	40.5100	I	2017	2016 May
C	Elementary Education (K-6)	-Elementary Education	Davis and Elkins Coll	*	*	*	*	*	*	*	*	2016 May
C	Elementary Education (K-6)	-Early Childhood	Davis and Elkins Coll	*	*	*	*	*	*	*	*	2016 May
C	Elementary Education (K-6)	-Preschool-Special Needs	Davis and Elkins Coll	*	*	*	*	*	*	*	*	2016 May
C	Elementary Education (K-6)	-Reading Endorsement	Davis and Elkins Coll	*	*	*	*	*	*	*	*	2016 May

*Candidate C is employed out of state

Evaluation Progression Track	Evaluation Raiting Scale
I - Initial	A - accomplished
M - Intermediate	D - distinguished
A - Advanced	E - emerging
N - Not Applicable	U - unsatisfactory
C - Counselor	

Impact on PK-12 Student Learning

Program impact chart

Candidate	Skill assessed	Pre-assessment	Post-assessment	Gain
Candidate 1	LG 1 Students will be able to describe the location and physical setting of the Southern Colonies.	21% met LG 1	88.4% met LG 1	63.4%
	LG 2 Students will identify how slavery influenced daily life in the Southern Colonies.	28.7% met LG 2	94.8% met LG 2	66.1%
	LG 3 Students will understand how geography affected the economy of the Southern Colonies.	28.1% met LG 3	92.6% met LG 3	64.5%
Candidate 2	LG 1 students will learn the concept of fewer and less than.	50.8% met LG 1	90% met LG 1	39.2%
	LG 2 students will subtract numbers within five.	25% met LG 2	80% met LG 2	55%
	LG 3 students will solve subtraction word problems.	80% met LG 3	80% met LG 3	0%
Candidate 3	LG 1 Students will generate two new fractions with like denominators from two given fractions with unlike denominators.	35.8% met LG 1	73.8% met LG 1	38%
	LG 2 Students will evaluate a given addition problem using two fractions with unlike denominators.	31.3% met LG 2	76.3% met LG 2	45%
	LG 3 Students will evaluate a given subtraction problem using two fractions with unlike denominators.	14% met LG 3	74.2% met LG 3	60.2%
	LG 4 Students will estimate fraction sums with differences.	4.6% met LG 4	75.4% met LG 4	70.6%
Candidate 4	LG 1 Students will recognize that to add or subtract fractions, you must use parts of the same whole.	10.9% met LG 1	53.7% met LG 1	43.7%
	LG 2 Students will decompose fractions as a sum of fractions with the same denominator.	20% met LG 2	72.6% met LG 2	53.6%
	LG 3 Students will add and subtract fractions with like denominators.	45.6% met LG 3	96.5% met LG 3	50.9%
	LG 4 Students will solve word problems involving adding and subtracting fractions.	35.1% met LG 4	76.3% met LG 4	41.2%
Candidate 5	LG 1 Students will read and analyze poetry.	0% met LG 1	61.9% met LG 1	61.9%
	LG 2 Students will identify elements of poetry.	5.3% met LG 2	85.7% met LG 2	80.4%
	LG 3 Students will identify the meaning of various forms of figurative language.	10.5% met LG 3	76.2% met LG 3	65.7%
Average Gain				56.1%

In addition to the practicing teacher evaluation data that is provided by the West Virginia Department of Education, 1.1.A, the Teacher Work Sample impact study, 1.1.B, completed by student teachers, was selected as another assessment to measure D&E candidates' impact on PK-12 achievement. The average gain from the pre to the post assessment on selected WV standards was 56.1%.

Successful candidates support learning by designing a Teacher Work Sample (TWS) that employs a range of strategies and builds on each student's strengths, needs, and prior experiences. The TWS is completed during a candidate's clinical experience as part of their Capstone project. Through the TWS the EPP is able to measure teacher candidates impact on student learning. Through this performance assessment, candidates provide credible evidence of their ability to facilitate learning by meeting the following TWS standards:

- The candidate uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
- The candidate sets significant, challenging, varied, and appropriate learning goals.

- The candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.
- The candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.
- The candidate uses regular and systematic evaluations of student learning to make instructional decisions.
- The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.
- The candidate reflects on his or her instruction and student learning in order to improve teaching practice.

In the Program Impact chart, each candidates Learning Goal is provided for a unit they completed during their clinical experience. Included in the chart is data from the pre-assessment of Learning Goals prior to the candidate teaching their unit and data from the post-assessment of Learning Goals after the unit was complete. In reviewing the data from the Pre-Assessment to Post-Assessment, all candidates were able to provide evidence of student impact with gains in each Learning Goal.

2. Indicators of Teaching Effectiveness (CAEP Standard 4.2)

Transition to Teaching: First Year Teachers	Waiting for the state to obtain a closer match of students during the next administration of the survey.	Data will be provided by the WVDE
First Year Teacher Survey	See Below	College collected data

Transition to Teaching: First Year Teachers

The indicators for this survey were developed by the North Dakota State University NExT consortium.

Along with the Exit Survey and the Supervisor Survey, the Transition to Teaching from the North Dakota State University NExT survey supports accreditation and program approval at both the state and national level through their alignment with both the [InTASC](#) and [CAEP](#) accreditation standards. The items in the surveys are aligned with InTASC standards, and therefore, support state program approval and CAEP standard 1.1.

One year after completing their teacher education program at Davis & Elkins College, graduates are surveyed to collect their perceptions about the teacher preparation they received at the College. Participants rate each indicator as “Disagree”; “Tend to Disagree”; “Tend to Agree” or “Agree”.

Part A: Demographics

1. How well prepared were you for your teaching job interview(s)?

	Spring 2018 Graduates	Spring 2019 Graduates
Very Well Prepared	50%	66.6%
Somewhat Prepared	33.3%	16.6%
Not Prepared		
Did not have an interview	16.6%	16.6%

2. Is a formal mentoring/induction program available to you in your school or district (county)?

	Spring 2018 Graduates	Spring 2019 Graduates
Yes	100%	100%
No		

3. How long do you plan on teaching?

	Spring 2018 Graduates	Spring 2019 Graduates
1-2 Years	16.6%	
3-5 Years	16.6%	
6-10 Years		
11 or more years	66.6%	100%

4. What grade level(s) are you teaching? Mark all that apply.

	Spring 2018 Graduates	Spring 2019 Graduates
Early Childhood	16.6%	
Elementary	50%	83.3%
Middle or Junior High	16.6%	16.6%
High School	16.6%	

5. Are you teaching any subject and/or grade level for which you are not licensed?

	Spring 2018 Graduates	Spring 2019 Graduates
Yes	16.6%	
No	83.3%	100%

Part B: Your Teacher Preparation

To what extent do you agree or disagree with what your teacher preparation program prepared you to do the following?

	Disagree		Tend to Disagree		Tend to Agree		Agree	
	Spring 2018 Graduates	Spring 2019 Graduates	Spring 2018 Graduates	Spring 2019 Graduates	Spring 2018 Graduates	Spring 2019 Graduates	Spring 2018 Graduates	Spring 2019 Graduates
Your Teacher Preparation Program								
Effectively teach the subject matter in my licensure area					33.3%	33.3%	66.7%	66.7%
Select instructional strategies to align with learning goals and standards					50%	16.7%	50%	83.3%
Design activities where students engage with subject matter from a variety of perspectives					66.7%		33.3%	100%
Account for students' prior knowledge or experiences in instructional planning					66.7%	16.7%	33.3%	83.3%
Design long-range instructional plans that meet curricular goals			16.7%		66.7%	16.7%	16.7%	83.3%
Regularly adjust instructional plans to meet students' needs					50%	16.7%	50%	83.3%
Plan lessons with learning objectives/goals in mind					50%	16.7%	50%	83.3%
Design and modify assessments to match learning objectives.					50%	16.7%	50%	83.3%
Provide students with meaningful feedback to guide next steps in learning.					33.3%	33.3%	66.7%	66.6%
Engage students in self-assessment strategies			16.7%		66.7%	16.7%	16.7%	83.3%
Use formative and summative assessments to inform instructional practice					50%	33.3%	50%	66.6%
Identify issues of reliability and validity in assessment			33.3%		50%	16.7%	16.7%	83.3%
Analyze appropriate types of assessment data to identify student learning needs			16.7%		50%	33.3%	33.3%	66.6%
Differentiate assessment for all learners			16.7%		33.3%	50%	50%	50%
Use digital and interactive technologies to achieve instructional goals.					33.3%		66.7%	100%
Engage students in using a range of technology tools to achieve learning goals.					50%		50%	100%

Help students develop critical thinking processes					50%		50%	100%
Help students develop skills to solve complex problems					33.3%		66.7%	100%
Make interdisciplinary connections among core subjects			16.7%		16.7%	33.3%	66.7%	66.7%
Know where and how to access resources to build global awareness and understanding.			33.3%		50%	50%	16.7%	50%
Help students analyze multiple sources of evidence to draw sound conclusions					66.7%	33.3%	33.3%	66.7%
Effectively teach students from culturally and ethnically diverse backgrounds and communities			33.3%		33.3%		33.3%	100%
Differentiate instruction for a variety of learning needs			16.7%		50%	16.7%	33.3%	83.3%
Differentiate for students at varied developmental levels			16.7%		33.3%		50%	100%
Differentiate instruction for students with IEPs and 504 plans			16.7%		50%	33.3%	33.3%	66.7%
Differentiate instruction for students with mental health needs			16.7%		50%	50%	33.3%	50%
Differentiate instruction for gifted and talented students			16.7%	16.7%	50%	33.3%	33.3%	50%
Differentiate instruction for English-language learners			16.7%	33.3%	66.7%	33.3%	16.7%	16.7%
Access resources to foster learning for students with diverse needs			16.7%		50%	16.7%	33.3%	83.3%
Clearly communicate expectations for appropriate student behavior			16.7%		50%		33.3%	100%
Use effective communication skills and strategies to convey ideas and information to students					50%		50%	100%
Connect core content to students' real-life experiences					50%		50%	100%
Help students work together to achieve learning goals.					50%		50%	100%
Develop and maintain a classroom environment that promotes student engagement			16.7%		50%		33.3%	100%
Respond appropriately to student behavior					66.7%	16.7%	33.3%	83.3%
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.					50%		50%	100%
Help student regulate their own behavior			33.3%		50%	16.7%	16.7%	83.3%
Effectively organize the physical environment of the classroom for instruction			16.7%		50%		33.3%	100%
Seek out learning opportunities that align with my professional development goals.					66.7%	16.7%	33.3%	83.3%
Access the professional literature to expand my knowledge about teaching and learning.			16.7%		66.7%		16.7%	100%
Collaborate with parents and guardians to support student learning			16.7%		88.3%			100%
Collaborate with teaching colleagues to improve student performance			16.7%		50%	16.7%	33.3%	83.3%
Use colleague feedback to support my development as a teacher			16.7%		50%		33.3%	100%
Uphold laws related to student rights and responsibility			16.7%		50%		33.3%	100%
Act as an advocate for all students			16.7%		16.7%		66.7%	100%
Your School context: What Is Your School Like?								
The school is a physically safe and secure place					16.7%		83.3%	100%
Teachers respect the dignity and worth of all students					33.3%	16.7%	66.7%	83.3%
The faculty and staff have positive relationships with parents/guardians			16.7%		33.3%	16.7%	50%	83.3%
Professional Environment								
I receive valuable professional guidance from faculty mentors or colleagues					16.7%	16.7%	83.3%	83.3%
The administration is responsive to the needs of teachers.			16.7%		33.3%		50%	100%
Teachers are continually learning and seeking new ideas to enhance their practice					16.7%		83.3%	100%
Teachers have influence over the curriculum			16.7%		33.3%	50%	50%	50%
Teachers have time in their schedules for planning with colleagues	16.7%		16.7%		16.7%	16.7%	50%	83.3%
Teachers have the necessary technology resources	16.7%			16.7%	50%		33.3%	83.3%
Teachers have appropriate instructional Space				16.7%	66.7%	16.7%	33.3%	66.7%

Teachers have curricular materials and supplies that are appropriate for students' developmental levels and learning needs			33.3%		16.7%	33.3%	50%	66.7%
Program Recommendation								
I would recommend my teacher preparation program to a prospective teacher					16.7%		83.3%	100%
I am as happy about teaching as I thought I would be					33.3%		66.7%	100%
The rewards of teaching are worth the efforts I put into becoming a teacher					33.3%		66.7%	100%
My teacher education program prepared me to be successful in my current teaching position					33.3%		66.7%	100%
AVERAGE		0.5%	9.7%	0.2%	45%	25.7%	44.7%	84.2%

These standards guide our teacher preparation program as they describe what classroom teachers should know and be able to do in all grades and in all content areas.

The following report summarizes results from the Transition to Teaching: First Year Teachers Survey. The results are summarized based on student teachers graduating in the spring of 2018 or the spring of 2019. The response rate for this year's survey was 85.7%. The current data represents six alumni for the current data collection period. To assess completers' perceptions of the effectiveness and relevance of their preparation program at Davis & Elkins College, survey items were administered that assessed standards-based competence across multiple areas. As indicated in the previous alumni survey report, all items were created, revised, and aligned directly with Interstate Teacher Assessment and Support Consortium (InTASC) and West Virginia Professional Teaching Standards (WVPTS), as well as, more broadly, CAEP Standards.

Items were administered using a 4-point scale: 1–Disagree, 2 –Tend to Disagree, 3–Tend to Agree, 4–Agree. Completers' item-level ratings indicated positive and consistent evaluations between the two reporting periods of their preparation in the following areas: effectively being prepared to teach the subject matter in their licensure area, provide students with meaningful feedback, make interdisciplinary connections among core subjects, and act as an advocate for all students. One area the data highlights for both reporting periods is that graduates ranked low was preparing students to differentiate instruction for English-language learners.

As seen in the table, completers' scores largely fell toward the higher end of the scale, between "Tend to Agree" and "Agree". Completers' scores across the two data collection periods were mostly comparable. However, there was a significant overall increase in spring 2019 in the overall average for all reporting items. The findings from these analyses suggest a positive completer evaluation indicating a strong pattern of relationships among candidates' assessment of their preparation and their satisfaction with their teaching education program.

Conclusions and Next Steps Based on the Alumni Survey Results

The results of the alumni survey support several important conclusions and next steps for D&E Teacher Education to provide meaningful preparation experiences for its candidates:

1. Consistent with previous alumni survey results, alumni in the current data collection period provided, overall, positive evaluations of the effectiveness of their preparation in being adequately being prepared to teach the subject matter in their licensure area, provide students with meaningful feedback, make interdisciplinary connections among core subjects, and act as an advocate for all students
2. Alumni in the current data collection period provided somewhat higher evaluations of the effectiveness of their preparation in areas of effectively-being prepared to teach the subject matter in their licensure area, provide students with meaningful feedback, make interdisciplinary connections among core subjects, and act as an advocate for all students. While alumni produced a significant decrease in preparing students to differentiate instruction for English-language learners.
3. Alumni continued to indicate satisfaction with their preparation. As demonstrated in the most recent reporting period alumni satisfaction increased. We will continue our efforts to assess completers' satisfaction as well as perceptions of the relevance of their preparation over time,

3. Satisfaction of Employers and Employment Milestones (CAEP Standard 4.3)

NExT Common Metrics Instrument – Supervisor Survey

Currently waiting for the state to obtain a closer match between employer and employee during the next administration of the survey.

West Virginia Department of Education

Supervisor Survey of New Teachers

Employers of Davis & Elkins College Graduates

Supervisor Survey of New Teachers: Davis & Elkins College Graduates

Alignment to Standards:

Along with the Exit Survey and the Transition to Teaching, the Supervisors Satisfaction Survey from the North Dakota State University NExT supports accreditation and program approval at both the state and national level through their alignment with both the [InTASC](#) and [CAEP](#) accreditation standards. The items in the surveys are aligned with InTASC standards, and therefore, support state program approval and CAEP standard 1.1. In particular, the Supervisor Survey results provide strong evidence for CAEP standard 4.3. The NExT surveys meet validity and reliability standards. Copies of the validity and reliability studies are available upon request.

Directions: Please complete the following survey regarding your D&E graduate who is completing his/her first year of teaching in your school. Completion of the survey is voluntary, and the person completing the survey can terminate his/her participation anytime during the survey. The indicators are taken from the NExT North Dakota State University Survey.

Compilation of Survey Results

Indicators	Disagree	Tend to Disagree	Tend to Agree	Agree
Professionalism				
Seeks out learning opportunities that align with professional development goals.				100%
Actively engages with parent/guardian/advocate about issues affecting student learning.				100%
Collaborates with teaching colleagues to improve student performance.				100%
Uses colleague feedback to support development as a teacher.				100%
Upholds laws related to student rights and teacher responsibility.				100%
Acts as an advocate for all students.				100%
Learning Environment				
Clearly communicates expectations for appropriate student behavior.			33.3%	66.7%
Uses effective communication skills and strategies to convey ideas and information to students.				100%
Connects core content to students' real-life experiences.				100%
Helps students work together to achieve learning goals.				100%
Develops and maintains a classroom environment that promotes student engagement.				100%

Indicators	Disagree	Tend to Disagree	Tend to Agree	Agree
Professionalism				
Responds appropriately to student behavior.			33.3%	66.7%
Creates a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.				100%
Helps students regulate their own behavior.			16.7%	83.3%
Effectively organizes the physical environment of the classroom for instruction				100%
Diverse Learners				
* If not applicable for criteria, write N/A after item and don't rate.				
Effectively teaches students from culturally and ethnically diverse backgrounds and communities.				100%
Differentiates instruction for a variety of learning needs.				100%
Differentiates for students at varied developmental levels.				100%
Differentiates to meet needs of students from various socioeconomic backgrounds.				100%
Differentiates instruction for students with IEPs and 504 plans.				100%
Differentiates instruction for students with mental health needs.				100%
Differentiates instruction for gifted and talented students.			16.7%	83.3%
Differentiates instruction for English-language learners.				100%
Accesses resources to foster learning for students with diverse needs.			16.7%	83.3%
Effectively teaches the subject matter in his/her licensure area.			16.7%	83.3%
Selects instructional strategies to align with learning goals and standards.			16.7%	83.3%
Designs activities where students engage with subject matter from a variety of perspectives.			16.7%	83.3%
Accounts for students' prior knowledge or experiences in instructional planning.				100%
Designs long-range instructional plans that meet curricular goals.			16.7%	83.3%
Regularly adjusts instructional plans to meet students' needs.				100%
Plans lessons with clear learning objectives/goals in mind.				100%
Designs and modifies assessments to match learning objectives.				100%
Provides students with meaningful feedback to guide next steps in learning.				100%
Engages students in self-assessment strategies.			33.3%	66.7%
Uses formative and summative assessments to inform instructional practice.				100%

Indicators	Disagree	Tend to Disagree	Tend to Agree	Agree
Professionalism				
Identifies issues of reliability and validity in assessment.			16.7%	83.3%
Analyzes multiple and appropriate types of assessment data to identify student learning needs.			16.7%	83.3%
Differentiates assessments for all learners.			16.7%	83.3%
Uses digital and interactive technologies to achieve specific learning goals.				100%
Helps students develop critical thinking processes.			16.7%	83.3%
Helps students develop skills to solve complex problems.			16.7%	83.3%
Makes interdisciplinary connections among core subjects.			16.7%	83.3%
Knows where and how to access resources to build global awareness and understanding.			16.7%	83.3%
Helps students analyze multiple sources of evidence to draw sound conclusions.			16.7%	83.3%
Average			8%	92%

Comments (Optional):

The teacher's name was replaced with "teacher's name" for confidentiality.

We have had an exceptional experience with our teacher this year. She has become a part of the school family.

(Teacher's name) has done well this year. She continues to grow professionally and is always open to learning experiences.

(Teacher's name) has been an amazing addition to our school. Her enthusiasm is quite contagious. She has handled the reality of large class size and "not so motivated" students well. Fortunately, the class size will be decreased in the future and (Teacher's name) will be able to better utilize her instructional strengths.

(Teacher's name) utilizes a variety of activities with her students that are creative and allow students flexibility in expressing their knowledge of the content.

Data Analysis: There were eleven graduates with licensure during the 2017-2018 school year. Of these graduates, two enrolled in masters' programs upon graduation. There were six principals who completed the supervisor survey for a return rate of 6/9 (66.7%) of the principals with D&E graduates hired in their schools as teachers.

Clearly communicates expectations for appropriate student behavior and engages students in self-assessment strategies were the two lowest rated indicators with 33.3% of principals rating them at the "tend to agree" level. There were no ratings at the "disagree" or "tend to disagree level".

During the fall 2019 EPPAC (advisory committee) meeting, the supervisor's survey information will be shared with the EPPAC. EPPAC members, which includes teacher candidates, and principals will be invited to attend the meeting to give input and make recommendations for improving indicators rated below "agree". The plan will be implemented during the fall or spring 2019-2020 terms. Survey data from next year's first year teachers will be compared with the previous year and reported during the spring 2020 EPPAC meeting. Results will be used to guide continuous improvement of the D&E teacher education program.

4. Satisfaction of Completers (CAEP Standard 4.4)

NExT Transition to Teaching Survey	Waiting for the state to obtain a closer match between graduate and institutions during the next administration of the survey.	West Virginia Department of Education
Completers Exit Survey	See Below	Davis & Elkins Graduates

Satisfaction of Completers: Teacher Preparation Exit Survey

The Teacher Preparation Exit Survey includes indicators that were developed by the North Dakota State University for the Network for Excellence in Teaching (NExT) project that was funded by the Bush Foundation. The Satisfaction of Completers exit survey supports accreditation and program approval at both the state and national level through their alignment with both the [InTASC](#) and [CAEP](#) accreditation standards. The items in the surveys are aligned with InTASC standards, and therefore, support state program approval and CAEP standard 1.1. The NExT surveys meet validity and reliability requirements. Validity and reliability studies from the Network for Excellence in Teaching (NExT) are available upon request.

Spring 2019

Directions to Clinical Experience Candidates: Please complete the following form that rates your D&E Education Department preparation for your teaching career. The survey is available to all D&E student teachers. The data are helpful for planning program improvement; however, participation is voluntary and candidates can stop taking the survey at any point should they choose to do so.

There are no correct or incorrect answers. All responses are reflections on candidates' D&E teacher education program. Comments are optional.

There are four levels of ratings: Disagree, Tend to Disagree, Tend to Agree, and Agree. Candidates are to choose the rating that best describes satisfaction with the indicators.

PART A

Instructional Practice Preparation WV Professional Teaching Standards 1A: 1B: 1C: 1D: 1E: 2A: 2C InTASC – A1: A2: A3: B4: C5: C6: C7: C8 CAEP Standard 1	Disagree	Tend to Disagree	Tend to Agree		Agree	
	2018-2019 & 2019-2020	2018-2019 & 2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Effectively teach the subject matter in my licensure are.					100%	100%
Select instructional strategies to align with learning goals and standards.			28.6%		71.4%	100%
Design activities where students engage with subject matter from a variety of perspectives.			14.3%		85.7%	100%
Account for students' prior knowledge or experiences in instructional planning.			28.6%		71.4%	100%
Design long-range instructional plans that meet curricular goals.			28.6%	14.2%	71.4%	85.7%
Regularly adjust instructional plans to meet students' needs.			14.3%		85.7%	100%
Plan lessons with clear learning objective/goals in mind.			28.6%		71.4%	100%
Design and modify assessments to match learning objectives.			42.9%	14.2%	57.1%	85.7%
Provide students with meaningful feedback to guide next steps in learning.			14.3%		85.7%	100%
Engage students in self-assessment strategies			14.3%	71.4%	85.7%	28.5%
Use formative and summative assessments to inform instructional practice.			28.6%		71.4%	100%
Identify issues of reliability and validity in assessment			14.3%	28.5%	85.7%	71.4%
Analyze appropriate types of assessment data to identify student learning needs.					100%	100%

Differentiate assessment for all learners.			14.3%	28.5%	85.7%	71.4%
Use digital and interactive technologies to achieve instructional goals				14.2%	100%	85.7%
Engage students in using a range of technology tools to achieve learning goals.				14.2%	100%	85.7%
Help students develop skills to solve complex problems.			14.3%	14.2%	85.7%	85.7%
Make interdisciplinary connections among core subjects			14.3%	14.2%	85.7%	85.7%
Know where and how to access resources to build global awareness and understanding.			14.3%	42.8%	85.7%	51.1%
Help students analyze multiple sources of evidence to draw sound conclusions.			14.3%	14.2%	85.7%	85.7%
Organize and use time effectively.				14.2%	100%	85.7%
Maintain an emotionally and physically safe learning for all students.			14.3%	0%	85.7%	100%
Command the attention of an engage students learning.			14.3%	0%	85.7%	100%
Reflect on lesson planning and delivery and use what is learned to plan for improvement.			14.3%	0%	85.7%	100%
Regularly adjust instructional plans to meet students' needs.			14.3%	0%	85.7%	100%
Differentiate instruction to meet students' needs of diverse learners.			14.3%	14.2%	85.7%	85.7%
Clearly communicate expectations for appropriate student behavior.				14.2%	100%	85.7%
AVERAGE			14.8%	21.1%	85.2%	88.1%

Part A Analysis

The following report summarizes results from the Teacher Preparation Exit Survey. The results were compared and synthesized from student teachers graduating in the spring of 2018 and the spring of 2019. To assess student teachers' perceptions of the effectiveness and relevance of their teacher education preparation program, 27 items were administered that assessed standards-based competence across multiple areas. All items were created, revised, and aligned directly with Interstate Teacher Assessment and Support Consortium (InTASC) and West Virginia Professional Teaching Standards (WVPTS), as well as, more broadly, CAEP Standards.

Items were administered using a 4-point scale: 1–Disagree, 2 –Tend to Disagree, 3–Tend to Agree, 4–Agree. In Part-A, item-level descriptive information is presented for the 27 evaluation items. This information is presented both in two collection periods, the spring of 2018 and the spring of 2019. Student teachers' item-level ratings indicated positive evaluations of their preparation for the their teaching career in the following areas: selecting instructional strategies to align with learning goals and standards, design activities where students engage with subject matter, account for students prior knowledge or experiences in instructional planning, adjust plans to meet students' needs, plan lessons with learning objectives/goals in mind, provide feedback, uses formative and summative assessments, maintain a safe learning environment for all students, engage students, reflect on practice, and adjust instruction to meet the needs of students. Two areas remained consistent between the two reporting periods. They were ranked with 100% agreement, effectively teach the subject matter in the licensure area, and to analyze appropriate types of assessment data to identify student learning needs. Two areas student teachers reported a significant increase in their preparation was in selecting instructional strategies to align with learning goals and standards and using formative and summative assessments to inform instructional practice. Student teachers reported a significant decrease in engaging students in self-assessment strategies and to know where and how to access resources to build global awareness and understanding.

As seen in the table, student teachers' scores mostly fell toward the higher end of the scale, between "Tend to Agree" and "Agree". Student teachers' scores across the two data collection periods were comparable. The findings from these analyses suggest student teachers positively evaluated preparation for their teaching career.

PART B

Program Structure and Quality Aligned to D&E checklist for program progression, syllabi, and field experience requirement handbook	Disagree	Tend to Disagree		Tend to Agree		Agree	
	2018-2019 & 2019-2020	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Advising on professional education program requirements.		16.7%		16.7%	14.2%	66.7%	85.7%
Advising on content course requirements				33.3%	14.2%	66.7%	85.7%
Quality of instruction in your teacher preparation course.				16.7%		66.7%	100%
Balance between theory and practice in your teacher preparation courses.				50%		50%	100%
Integration of technology throughout your teacher preparation program.				33.3%	14.2%	66.7%	85.7%
AVERAGE		3.3%		30%	8.5%	63.3%	91.4%

Part B Analysis

As with the previous student teachers’ survey, five items were also administered to assess student teachers’ satisfaction with their preparation. Specifically, the items evaluated student teachers’ perceptions of advising on professional education program requirements, the balance between theory and practice, technology integration, and the value of their preparation. Items were administered using a 5-point scale: 1–Disagree, 2 –Tend to Disagree, 3–Tend to Agree, 4–Agree.

In the following table (Part B), item-level descriptive information is presented for the five satisfaction items. Again, this information is presented both for the current data collection period spring 2019 and spring 2020. Both data periods yielded 100% response rates. can be seen in the comparison table, student teachers’ average satisfaction scores were quite high for the current collection period. Overall, correlations were positive, indicating a strong pattern of relationships among student teachers’ evaluations of their preparation and their satisfaction with the teacher education program at Davis & Elkins College.

Conclusions and Next Steps Based on the Student Teachers’ Survey Results

The results of the student teachers survey support several important conclusions and next steps for the Davis & Elkins College Teacher Education program to provide meaningful preparation experiences for its candidates:

1. Consistent with previous student teachers survey results, student teachers in the current data collection period provided, overall, positive evaluations of the effectiveness of their preparation their teacher education program specifically in the areas of; effectively teach the subject matter in licensure area and to analyze appropriate types of assessment data to identify student learning needs.
2. Student teachers in the current data collection period provided somewhat higher evaluations of the effectiveness of their preparation in areas related to selecting instructional strategies to align with learning goals and standards and using formative and summative assessments to inform instructional practice. Student teachers from the current collection period reported a significant decrease in engaging students in self-assessment strategies. Based in part on these data, we will continue our efforts to both support and assess competencies in teaching self-assessment strategies.
3. Student teachers continued to indicate satisfaction with their preparation. As demonstrated in the most recent reporting period, student teachers’ satisfaction increased. We will continue our efforts to assess completers’ satisfaction as well as perceptions of the relevance of their preparation over time.

Outcome Measures

5. Graduation Rates

College Graduation Rates

Graduation rates for Bachelor's Degrees have risen 5.5% in the three years from the 2009 to 2011 cohort.

Institutional Research

	Bachelor's Degree Rate
2014-2015 (2009 cohort for BA/BS)	41.5%
2015-2016 (2010 cohort for BA/BS)	43.4%
2016-2017 (2011 cohort for BA/BS)	47%

6. Ability of Completers to Meet Licensing Requirements

Praxis Performance Assessment for Teachers (PPAT)

Data are consistent from year to year

Educational Testing Services (ETS)

Starting in the Fall of 2016 the required assessment changed from the Principles of Learning and Teaching (PLT) to the Praxis Performance Assessment for Teachers (PPAT)

Year	Number of Completers	PPAT Pass Rate %	Passing Score	Average Score
2018-2019	9	100%	34	42.2
2017-2018	11	100%	34	43.95
2016-2017	13	100%	32	39.32

Licensure and Employment Rates

Data are consistent from year to year

Departmental Data

- Ability of candidates to meet licensing (certification) and any additional state requirements
- Percentage of candidates who complete the program (obtain their initial teaching licensure)

Year	Program Completion Rate
2018-2019	90%
2017-2018	84.6%
2016-2017	92.86%

7. Ability of Completers to Be Hired

Licensure and Employment Rates

Data are consistent from year to year

Departmental Data

-Ability of completers to be hired in education positions for which they have prepared
 -The program goal is that all graduates be employed in their licensure area or enrolled in graduate school within six months following graduation.

Year	Job Placement Rate	Graduate School Rate
2018-2019	88.89%	0%
2017-2018	90%	10%
2016-2017	84.6%	7.6%

8. Student Loan Default Rates and Other Consumer Information

Cost of Attendance, Financial Aid,
 Available Scholarships, Health and
 Safety, Academics...

<https://www.dewv.edu/consumer-information>

Default Rate History

EPP 3 Year Default Rate Data
 2016 16.4%
 2015 11.2%
 2014 11.8%
 WV Average is 18.3%

<https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>