

**2024 CAEP Annual Reporting Measures**  
**(2022-2023 Academic Year)**

<b>Initial- Licensure Level Programs</b>	
<b>Active Programs</b>	<b>Dormant Programs</b>
Elementary Education- K-6	Biology- 9-Adult
Health PreK-Adult	Chemistry- 9-Adult
General Math through Algebra I (5-9)	English – 5-9
Mathematics (Comprehensive) - 5- Adult	General Sciences- 5-9
Physical Education- PreK-Adult	General Science – 5- Adult
Reading Endorsement K-6	Social Studies 5-9
Multicategorical Special Education without Autism	English- 5- Adult
Multicategorical Special Education with Autism	Preschool Special Needs- PreK-K
	Social Studies 5- Adult
	Theatre PreK-Adult
	Art- Prek-Adult
	Early Education- PreK-K

## CAEP Annual Reporting Measures

### Measure 1: Impact on P-12 Learning and Development (CAEP Standard R4.1)

The provider demonstrates that program completers:

- a. Effectively contribute to P-12 Student Learning and Growth, and;
- b. Apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Measure of Completer Impact	Comparison with Benchmark	Source
West Virginia Evaluation Rubrics for Teachers- Rating for Standards 6.1 and 6.2 provided by the WV Department of Education for 2020-2021 graduates.	The state has not provided data for comparison yet. First year teachers are expected to be at the “Emerging” level on the WV Evaluation Rubrics for Teachers using the WV teacher evaluation system.	Data provided by the WV Department of Education
Survey: Satisfaction of Employers and Employment Milestones	This survey was sent to completers from the 2022-2023 cohort. Participation is voluntary and not incentivized.	Davis & Elkins College Teacher Education Department

### Supervisor Survey of New Teachers: Davis & Elkins Graduates

Along with the Exit Survey and the Transition to Teaching, the Supervisors Satisfaction Survey from the North D’Amato State University NExT supports accreditation and program approval at both the state and national level through their alignment with the InTASC and CAEP accreditation standards. In particular, the Supervisor Survey results provide strong evidence for CAEP standard 4.2. The NExT survey meets validity and reliability standards.

Employers were asked to complete the survey regarding the D&E graduate completing their first year of teaching. The completion of the survey was voluntary. The indicators were taken from the NExT North Dakota University Survey.

Compilation of Survey Results:

Participation is voluntary and not incentivized. Some participation in this survey was recorded, however, due to the low response rate it is not found to be valid or reliable for reporting purposes. The number of completers from year to year is typically less than 10 across all programs. Moving forward, the EPP is working to better track completers upon exit of the

program so that new initiatives focusing on the collection of data related to completer effectiveness can occur. The EPP is strengthening alumni relationships and developing tools that meet CAEP sufficiency criteria to measure our completers' overall impact on P-12 learning and development.

**Measure 2: Satisfaction of Employers (CAEP Standard R4.2) and Stakeholder Involvement (CAEP Standard 5.3)**

**R4.2: The provider demonstrates employers are satisfied with the completers’ preparation for their assigned responsibilities in working with diverse P-12 students and their families.**

**R5.3: The provider includes relevant internal (e.g. EPP Administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in program design, evaluation, and continuous improvement processes.**

Measure	Comparison with Benchmark	Source
Supervisor Survey of New Teachers	This survey was sent to completers from the 2022-2023 cohort. Participation is voluntary and not incentivized.	Davis & Elkins College Teacher Education Department
Educator Program Provider Advisory Council (EPPAC)	This group of diverse internal and external stakeholders meets once per semester to discuss program design, evaluation, and continuous improvement. Agenda’s & Presentations are posted on the EPP’s website.	Davis & Elkins College Teacher Education Department

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**Educator Program Provider Advisory Council (EPPAC)**

Minutes detailing the topics discussed with stakeholders can be viewed here: [EPPAC MINUTES](#)

**Measure 3: Candidate Competency at Program Completion (CAEP Standard R3.3)**

**The provider ensures candidates possess academic competency to reach effectively with positive impacts on diverse P-12 student learning and development through the application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought.**

Measure	Comparison with Benchmark	Source
PPAT	PPAT is a nationally normed performance assessment that measures a candidate’s ability to impact student learning.	Educational Testing Service (ETS)
CPAST	CPAST is a valid and reliable measure used for the assessment of a candidate’s professional dispositions and pedagogical knowledge during the residency I & II clinical experience.	D&E Teacher Education Department
Praxis II Content Area Exams	Praxis II Content area exams assess a candidate’s overall knowledge of their specific content area.	Title II Report

**Praxis Performance Assessment Test (PPAT)**

As indicated in the West Virginia Board of Education (WVBE) Policy 5100, candidates completing a WVBE-approved teacher education program for any professional educator license

must pass a performance assessment. In the fall of 2016, our teacher education program adopted the Praxis Performance Assessment Test (PPAT) a national normed performance assessment instrument that has multiple means of measuring a candidate’s performance and impact. Our candidates have regularly met or exceeded the qualifying score for the PPAT.

Year	Number of Completers	PPAT Pass Rate %	Passing Score	Average Score
2022-2023	8	87.5%	40	46
2021-2022	10	100%	40	44.2
2020-2021	5	100%	40	45.4

### Candidate Preservice Assessment of Student Teaching (CPAST)

Data was collected by cooperating teachers, teacher candidates, and college supervisors using the Valid and Reliable Instruments for Educator Preparation Programs (VARI-EPP) Candidate Preserve Assessment of Student Teaching (CPAST). This provides triangulation between the observations of the cooperating teacher and the college supervisor with a self-assessment from the student-teacher. CPAST is a formative and summative assessment during the student teaching practicum.

Candidates were rated by their cooperating teacher, college supervisor, and by self-evaluation. The CPAST Form is intended to accurately reflect the student teacher’s performance at the middle and end of the student teaching experience and provide formative feedback to the student-teacher.

CPAST averages were calculated from: Exceeds Expectations = 3 points; Meets Expectations = 2 points; Emerging 1 point; Does Not Meet Expectations (0 points).

2023 Completers	CPAST		Midterm Mean	Final Mean
	<b>Pedagogy: Planning for Instruction and Assessment</b>			
A	Focus for Learning: Standards and Objectives/Targets		2.75	2.75
B	Materials and Resources		3	3
C	Assessment of P-12 Learning		2.25	3
D	Differentiated Methods		2.75	3
<b>Pedagogy: Instructional Delivery</b>				
E	Learning Target and Directions		3	3
F	Critical Thinking		2	2.5
G	Checking for Understanding and Adjusting Instruction through Formative Assessment		2.5	3
H	Digital Tools and Resources		3	2.75
I	Safe and Respectful Learning Environment		1.75	3
<b>Pedagogy: Assessment</b>				

J	Data-Guided Instruction	1.75	2.5
K	Feedback to Learners	2.5	2.75
L	Assessment Techniques	2.25	3
<b>Pedagogy: Analysis of Teaching</b>			
M	Connections to Research and Theory	2	2.75
<b>Disposition: Professional Commitment and Behaviors</b>			
N	Participates in Professional Development	2.5	3
O	Demonstrates Effective Communication with Parents or Legal Guardians	3	3
P	Demonstrates Punctuality	3	3
Q	Meets Deadlines and Obligations	2.75	3
<b>Disposition: Professional Relationships</b>			
R	Preparation	3	3
S	Collaboration	3	3
T	Advocacy to Meet the Needs of Learners or for the Teaching Profession	2.5	3
<b>Disposition: Critical Thinking and Reflective Practice</b>			
U	Responds Positively to Constructive Criticism	3	3
		<b>Midterm</b> Mean	<b>Final</b> Mean
<b>Pedagogy</b>		2.46	2.84
<b>Dispositions</b>		2.60	2.9

## Praxis II Content Area Exams

Summary Pass Rates			
Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23		8	
All program completers, 2021-22		9	
All program completers, 2020-21		6	
All program completers, combined 3 academic years		23	22

## Measure 4: Ability of Completers to be Hired

The following table provides employment rates of our completers, which shows that our candidates can meet licensing (certification) and any additional state requirements to become employed. The program goal is that all graduates be employed in their licensure area or enrolled in graduate school within six months following graduation.

<b>Year</b>	<b>Job Placement Rate</b>	<b>Graduate School Rate</b>	<b>Other</b>
2022-2023	100%		
2021-2022	100%		
2020-2021	100%		