

THE CAEP 8

The Council for the Accreditation of Educator Preparation proposes eight annual reporting measures with the designs of an ideal system still in the developmental stages.

Based on 2014, 2015, 2016 data provided its Specialized Program Association (Association of Childhood Education International) in Spring 2017, the Elementary Education Program –

1. Documents Pre-Service and In-Service teachers making an impact on P-12 learning.

Pre-Service: Twenty-one 2014-2016 Completers administered a total of 116 pre/post assessments and demonstrated a 32.8% increase in student knowledge. ([Read more...](#)) Seven Spring 2017 Student Teachers administered pre/post assessments to 74 students as part of Teacher Performance Assessments and demonstrated a 32.8% increase in student knowledge. ([Read more...](#))

In-Service 1: Alumni and the Administrators of those employed in an educational setting are surveyed using an ACEI-aligned instrument one year and three years after Completion. In the Spring 2016 survey, the criterion “Adaptation of instruction for diverse learners so that all students succeed” was rated at an average of 4.3 for first year Completers (descriptor is performed consistently and sufficiently) and 3.0 for third year Completers (descriptor is performed most of the time; shows consistent improvement and a desire for professional growth).

In-Service 2: In Spring 2017, a Case Study of graduates included a 2015 Completer’s performance in a WV private Christian school based on IOWA scores, a 2013 Completer’s performance in an Ohio charter school based on STANFORD 10 scores, and a 2012 Completer’s performance in a WV public school based on SMARTER BALANCE scores. All three documented significant increases in student achievement and earned superior ratings on Administrator evaluations.

2. Indicators of teaching effectiveness

Pre-Service: Candidates in the Clinical Experience are evaluated by mentor teachers using instruments aligned with the ACEI and the WV Professional Teaching Standards. 2014-2016 summary data shows ACEI averages predominantly above 4.0 on a 5-point scale – “Performance meets all expectations for a novice; descriptor is performed consistently and sufficiently” and WVPTS averages were consistently above 2.5 on a 3-point scale – “Proficient: Evidence Substantial; Candidate consistently demonstrates appropriate knowledge and skills and has begun to function as a professional educator regarding this criterion.” ([Read more...](#))

In-Service: The EPP’s Selected Improvement Plan entitled Operation Impact was introduced in Fall 2017 to track 2017 Completers and beyond who are serving as full time general educators in elementary classrooms. This project intends to track faculty evaluations (self- and administrative) and K-6 assessment practices and data. ([Read more...](#))

3. Results of employer surveys, including retention and employment milestones

While West Virginia is currently considering a common employer satisfaction survey, current data is dependent on the ACEI-aligned surveys used for first and third year Completers and their Administrators as described in CAEP 1.

4. Results of Completer Surveys

ACEI-aligned data gathered in Spring 2017 from first and third year Completers regarding the matter of “I believe the Elementary Education Program at Appalachian Bible College prepared me to this degree (regardless of current employment)...” yielded the following results: First Year – 3.9 on a 5 point scale; Third Year – 3.9 on a 5 point scale. This indicates that they felt prepared to perform all ACEI indicators consistently and sufficiently.

5. Graduation Rates

Candidates may apply to program with appropriate GPA and ACT/SAT scores after earning minimum grades in specific core cores, passing the Praxis CORE, conducting both a private and public school field placement (40 hrs. each), designing a professional ePortfolio, conducting a self-evaluation of disposition, and meeting with the Advisor. Seven years of data shows 44 candidates admitted to program, 36 Completers and 2 still in progress, yielding an 86% graduation rate. (Note: Of the 6 nonCompleters, 2 earned a bachelor’s degree from the IHE in a different field.)

6. Ability of completers to meet licensing (certification) and any additional state requirements

The EPP has WV Approved Program Status with rigorous course work and appropriate field experiences both PreClinical and Clinical. Praxis CORE is required for Admission to Program and therefore shows a 100% pass rate. However, Praxis II exams have been traditionally optional to accommodate Completers not desirous of WV certification. State policy changes now mandate Content Knowledge and Teaching Reading exams before student teaching. The pedagogy exam remains optional. ([Read more...](#))

7. Ability of completers to be hired in educational positions for which they were prepared

Seven years of Completer data shows Sept. 1 “employment in positions for which trained” ranging from 63 to 100%. These statistics do not represent the “ability of completers to be hired in educational positions!” Completers make other life choices, especially regarding marriage and child rearing. All completers have the ability to be hired. ([Read more...](#))

8. Student loan default rates and other consumer information

See the Cost of Attendance at <https://abc.edu/undergraduate/costs-and-aid/>

ABC’s Financial Aid Department calculations from U.S. Department of Education data shows the student loan default rate for twenty-one 2014, 2015, and 2016 EPP Completers as 0%.