

## **CAEP Annual Report 2023-2024**

Miles College is accredited at the initial-licensure level for the following programs:

### **Certification Program Areas:**

Early Childhood Education P-3

Elementary Education K-6

Secondary Education Biology/Biology Education 6-12

Secondary Education Biology/General Science 6-12

Secondary Education Chemistry/Chemistry Education 6-12

Secondary Education English/English Language Arts 6-12

Secondary Education History/General Social Science 6-12

Secondary Education Mathematics/Mathematics Education 6-12

Music Education (Instrumental P-12)

Music Education (Choral P-12)

### **Download CAEP Accreditation Letter**

CAEP Accountability Measures for Academic Year 2023-2024

### **Measure 1: Completer Impact and Effectiveness**

(a) Completer Impact in Contributing to P-12 Student-Learning Growth

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**Download 2024 Education Preparation Institutional Report Card- chrome-extension://efaidnbmnnnibpcajpcgclclefindmkaj/https://www.alabamaachieves.org/wp-content/uploads/2025/03/RD\_ED\_2025313\_2024-HERC-Annual-Data-Miles\_v1.0.pdf**

### **Completer Effectiveness in Applying Professional Knowledge, Skills, and Dispositions**

To assess effectiveness of our programs, eight observations and evaluations of teacher interns are documented by the Field Director and Chair of the Department. We also ask cooperating teachers in partner districts to evaluate our students to provide another lens on the interns' practice. Evaluators are asked to discuss or send feedback to the intern and the supervisor.

Qualitative results from the intern observations have indicated that of the 96 observations in 2024-2025, there were several themes that emerged. These themes were discussed with faculty in the Division of Education and were used for program improvement. The themes that emerged

from the observations including the following points: Lack of preparation for lesson planning and implementation in the classroom, lack of knowledge of resources to enhance lesson planning and better engage students, punctuality, and linking assessments with thinking/learning, rather than memorization.

Miles College has ordered the CPAST evaluation from The Ohio State University to use beginning in fall, 2025. Training on the CPAST will occur in June, 2025.

### **Download Current Observation Document**

Miles College Division of Education began with the INTASC Dispositions survey in fall, 2024. Factor analysis was utilized to create and design an aggregate measure, categorizing 25 selected indicators into the **Teacher Candidate Disposition Assessment (TCDA)**. An assessment of dispositions on teacher candidates begins in two courses prior to the internship, ED 209 and ED 319. Additionally, teacher candidates are assessed in the internship at the end of each 8-week placement, using numerical indicators from the cooperating teacher, supervising teacher, and self-assessment. The numerical indicators are:

- 4 points-Exceed Expectations
- 3 points-Meets Expectations
- 2 points-Emerging
- 1 point-Developing

### **Download Miles College Teacher Candidate Disposition Assessment (TCDA)**

#### **MEASURE 2: Satisfaction of Employers and Stakeholder Involvement (Initial)**

ALACTE Survey: The Alabama Association of Colleges for Teacher Education (ALACTE) members developed a survey to be disseminated to employers of first year and second year teachers who graduated from Miles College and received certification from the Alabama State Department of Education (ALSDE). Employer data can be found in the annual report card on institutions and are ranked by teacher leader, effective teachers, emerging teachers, or ineffective teachers. This information can be found on the ALSDE website at **chrome-**

**extension://efaidnbmnnnibpcajpcgclefindmkaj/https://www.alabamaachieves.org/wp-content/uploads/2025/03/RD\_ED\_2025313\_2024-HERC-Annual-Data-Miles\_v1.0.pdf**

New Taskforce on completer survey (2025): The Chair of the Division of Education for Miles College served on a taskforce initiated by the Alabama Council for Higher Education (ACHE) and the Alabama Association of Colleges for Teacher Education (ALACTE) to update the current completer survey used previously. After regular meetings in Montgomery, the taskforce reviewed the current survey, deleting some questions and combining other questions to reduce the number of questions and to provide clarity for responses. The goal of this work was to develop a survey that will be more efficient for administrators to complete and submit, providing educator preparation programs with needed information and data for program improvement. The new survey will be implemented in AY 2025-2026.

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**Measure 3: Candidate Competency at Program Completion  
(Initial)**

Candidate performance on certification and licensure expectations include information on the Praxis , Foundations of Reading 190, and edTPA tests:

**edTPA Assessment**

Certification Program	# of students	Mean	Passing Score	Pass Rate
Early Childhood			37	
Elem Ed. Lit w/math Task 4			44	
Secondary 6-12 Biology/Biology Ed.			37	
Sec. 6-12 Biology/Gen Science Ed.	1	37	37	100%
Sec. 6-12 Chemistry/Chemistry Ed.			37	
Sec. 6-12 English/English Lang Arts			37	
Sec. 6-12 History/General Social Science			37	
Sec. 6-12 Mathematics/Math Ed.	3	39	37	100%
P-12 Education Music Education (Instrumental)	1	37	37	100%
P-12 Education Music Education (Choral)			37	

**Praxis Exam**

**\*data not reported for fewer than five candidates**

Certification Program	# of students	Mean	Passing Score	Pass Rate
Early Childhood			156	
Elem Ed. Math #5903			157	

Elem Ed. Science #5904			154	
Elem Ed. Social St. #5905			157	
Secondary 6-12 Biology/Biology Ed. #5235			152	
Sec. 6-12 Biology/Gen Science Ed. #5435			141	
Sec. 6-12 Chemistry/Chemistry Ed. #5245			150	
Sec. 6-12 English/English Lang Arts #5038			167	
Sec. 6-12 History/General Social Science #5081			155	
Sec. 6-12 Mathematics/Math Ed.#5161			160	
P-12 Education Music Education (Instrumental) #5113			161	
P-12 Education Music Education (Choral) #5113			161	

### Foundations of Reading

**\*data not reported for fewer than five candidates**

Certification Program	# of students	Mean	Passing Score	Pass Rate
Early Childhood (ECH)	1	240	233	100%
Elem Ed. (ELM)	2	240	233	100%

### Download 2023-2024 Title II Traditional Report

### Measure 4: Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared (Initial)

During the 2023-2024 academic year, two candidates earned initial certification. We have identified the employment of both completers. Both completers are teaching in elementary schools in Alabama. The completers are working in the Birmingham City Schools and Tuscaloosa County Schools districts.

