

2023 CAEP Annual Report – Accountability Measures

Measure 3: Candidate Competency at Completion

The EPP uses the competency exam (TP3) and the performance of candidates (TP4) in student teaching, capstone, professional exam, and action research to determine their competencies upon program completion. The competency exam measures the pedagogical knowledge before the clinical experience. The student teaching and capstone courses measure the candidate's mastery of the standards for beginning teachers –the knowledge, skills, and experience candidates have gained as an educator. The professional exam measures the candidate's skills and abilities to plan, teach, and assess students in P-12, while the action research measures the candidate's demonstration of the use of research tools in educational settings.

Furthermore, the EPP uses the disposition assessments of the candidates at completion to measure professional attitudes, values and beliefs, and behaviors as teacher candidates interact with students, families, colleagues, and communities.

3.1 Competency Exam

In Fall 2021 and Spring 2022, 49 and 59 students, respectively, attained the required GPA to sit for the competency exam. Before taking the competency exam, students were given workshops to understand the purpose, rules, and nature of the exam. The pass mark is 60 out of hundred, which means that the candidates have acquired the requisite knowledge for each of the concentrations. However, students unable to get the passing mark are given three attempts to retake the exam. After each attempt, students who are unable to get the passing mark are given another workshop on the requirements, nature, and scope of the exams.

During Fall 2021 and Spring 2022, at least a 70% passing rate in the first attempt of the competency exam was observed across three programs (*see Table 3.1*). A positive trend, with more students passing the exams in the first attempt, is recorded for the spring semester. Moreover, an overall average score of 71 out of 100 across three programs was recorded (*see Figure 3.1*). When comparing the performance of the candidates across the last three cycles, the Spring 2021 and Spring 2022 cohorts marked better scores than the Fall 2021 cohort.

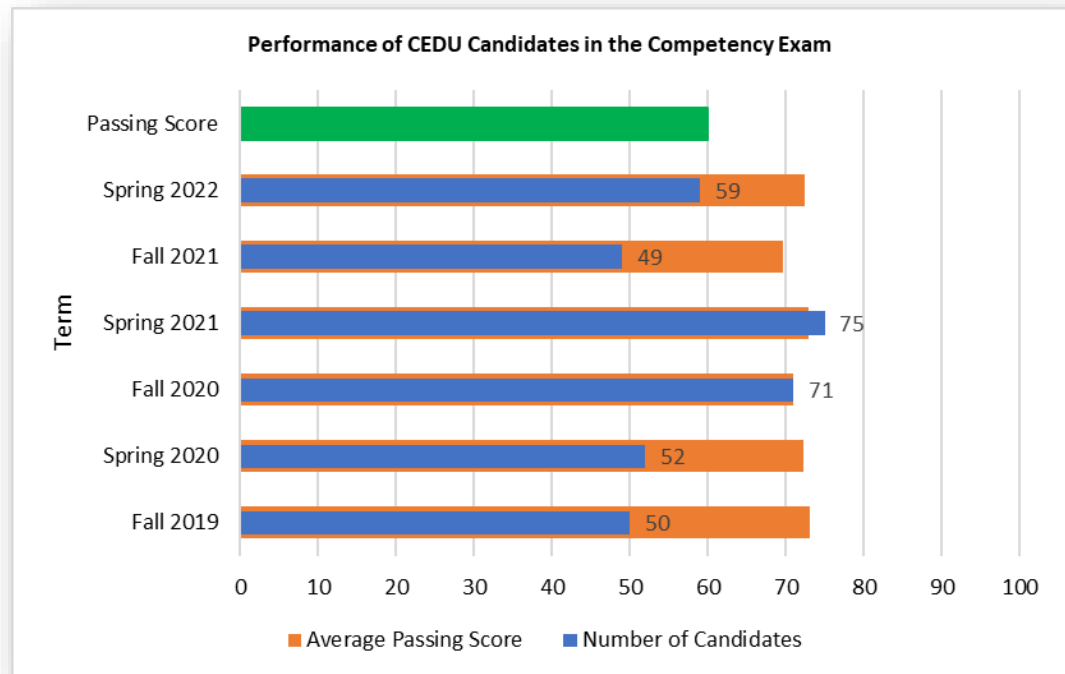
Table 3.1

Passing rate in the competency exam for ECE, SPED, and HPE during Fall2021 and Spring2022

Program	Fall 2021						Spring 2022					
	Exams conducted						Exams conducted					
	1st		2nd		3rd		1st		2nd		3rd	
	Number of Students Passed	Pass Rate	Number of Students Passed	Pass Rate	Number of Students Passed	Pass Rate	Number of Students Passed	Pass Rate	Number of Students Passed	Pass Rate	Number of Students Passed	Pass Rate
ECE	20	95%	1	100%	-	-	24	71%	7	70%	3	100%
SPED	14	70%	4	67%	2	100%	15	88%	2	100%	-	-
HPE	8	100%	-	-	-	-	8	100%	-	-	-	-

Figure 3.1

Performance of candidates in the competency exam



Early Childhood Education

Over the last three cycles of the competency exam, the passing rate of the ECE candidates improved (*see Figure 3.2*). An increase in the number of passers in the first attempt was observed from Spring 2021 (total of 47 takers) to Fall 2021 (total of 21 takers) until Spring 2022 (total of 34 takers). An average score of 73.07 was marked across the last three cycles, and no significant difference was found among the three cohorts ($F(2,99)=.259$, $p=.772$). The consistent performance of ECE candidates in the last three cycles can be attributed to the support of faculty in providing workshops and offering pastoral support for those students identified as 'at risk' (*see Figure 3.3*).

Figure 3.2

The passing rate of ECE candidates in the competency exam

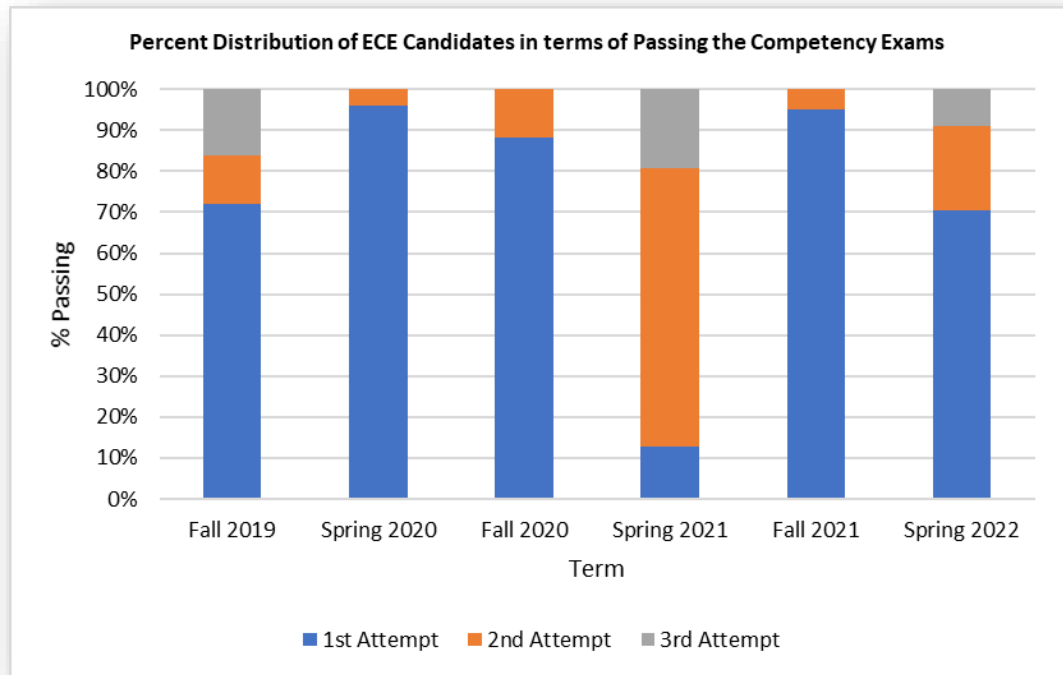
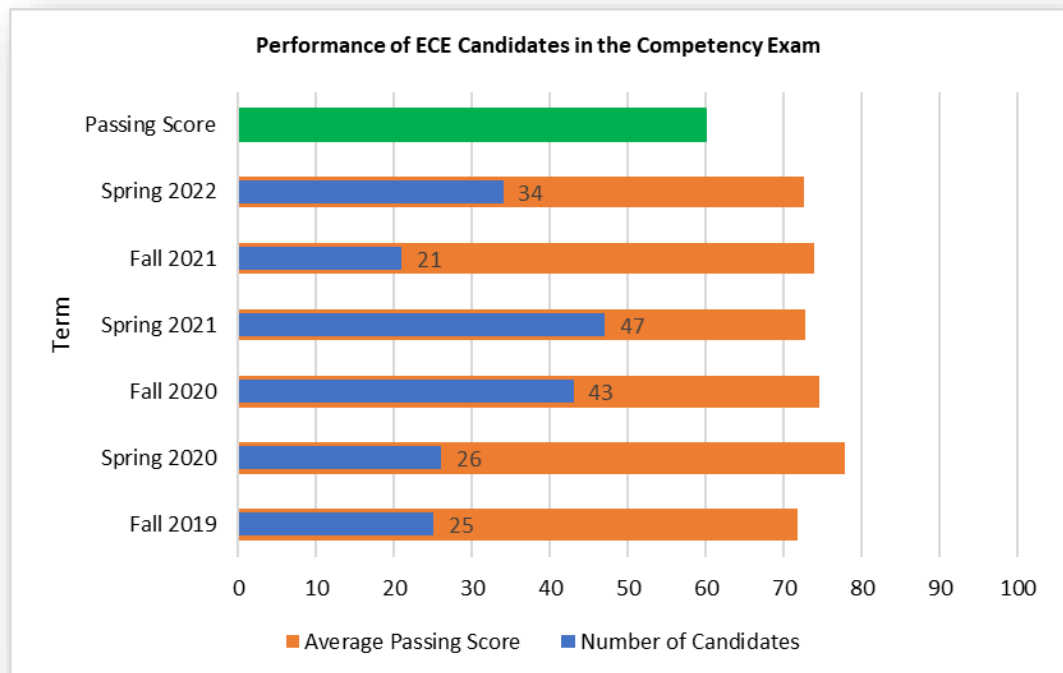


Figure 3.3

Performance of ECE candidates in the competency exam



Special Education

The passing rate of SPED candidates in the competency exam remarkably improved over the last three cycles (see Figure 3.4). The average exam score was 69.57 which is satisfactory. Post-hoc comparison using the Tukey HSD test showed a difference between the Spring 2022 cohort and the remaining two cohorts, Spring 2021 and Fall 2021 (see Figure 3.5).

It was previously reported that there was a change in the content of the competency exam for SPED program in Spring 2021. The change was brought about by the inputs solicited from different stakeholders regarding teaching practice, thus, the adoption of a new framework. The implementation of these changes could have contributed to the improved passing rate and satisfactory performance of SPED candidates in the last three cycles.

Figure 3.4

Passing rate of SPED candidates in the competency exam

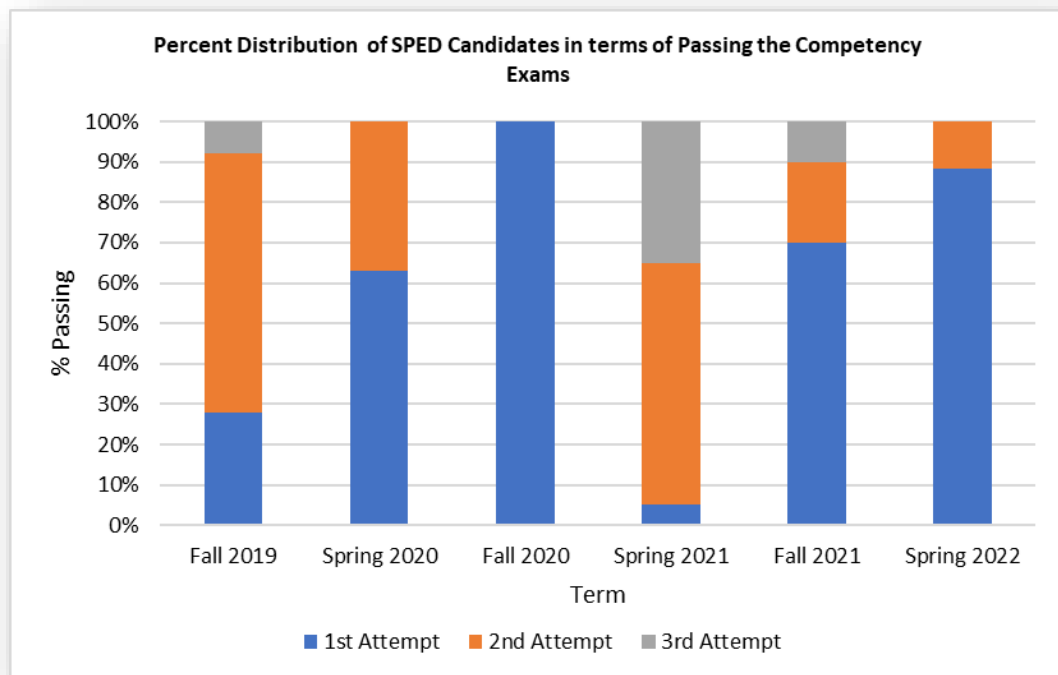
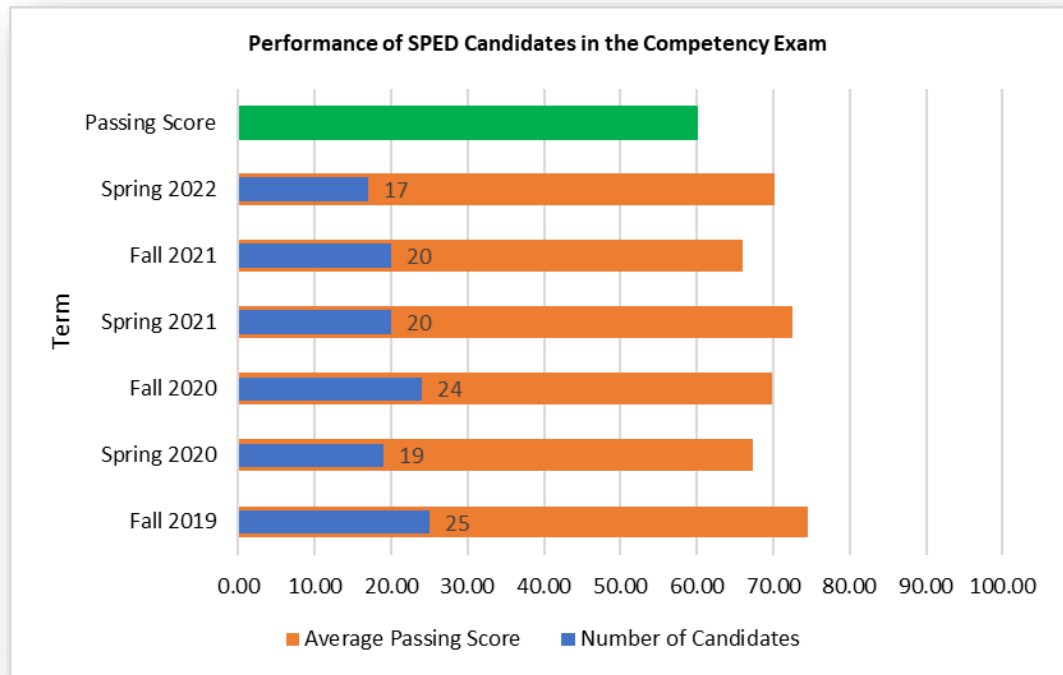


Figure 3.5

Performance of SPED candidates in the competency exam



Health and Physical Education

The passing rate of the HPE candidates was maintained at 100% in the first attempt at the competency exam for Fall 2021 and Spring 2022 (see Figure 3.6). It is a remarkable improvement from the passing rate during Spring 2021. For the three cycles, there was an average score of 72.39 (see Figure 3.7). However, there was no significant difference among the cycles ($F(2,21)=2.474, p=.108$). This performance of the HPE candidates in the competency exam may be attributed to the intensive preparation and support given through workshops by faculty.

Figure 3.6

Passing rate of HPE candidates in the competency exam

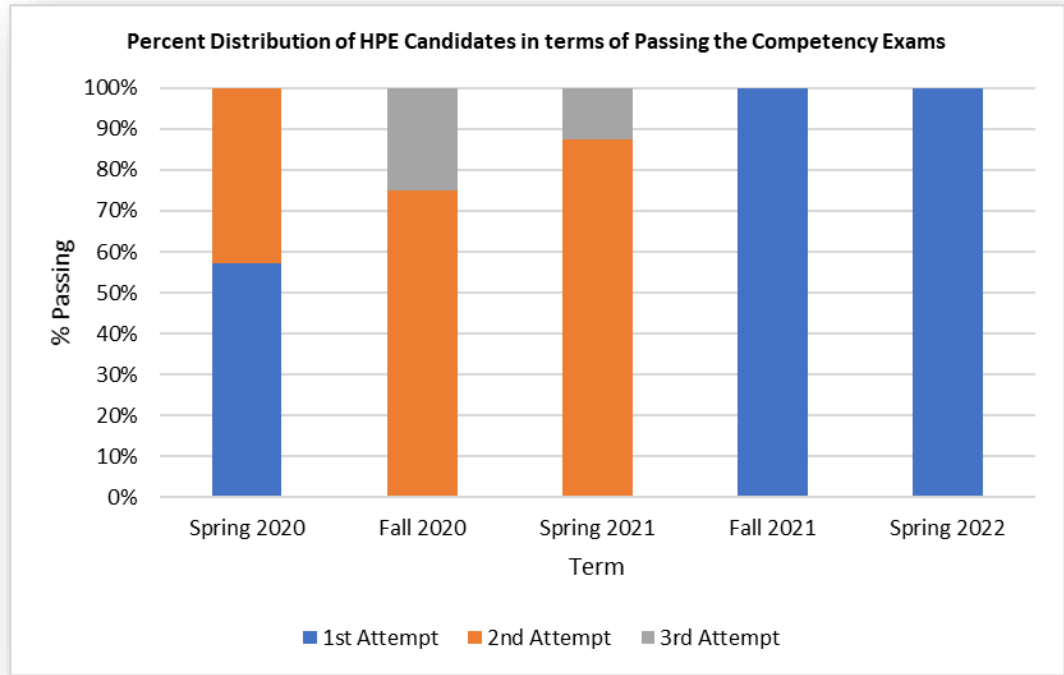
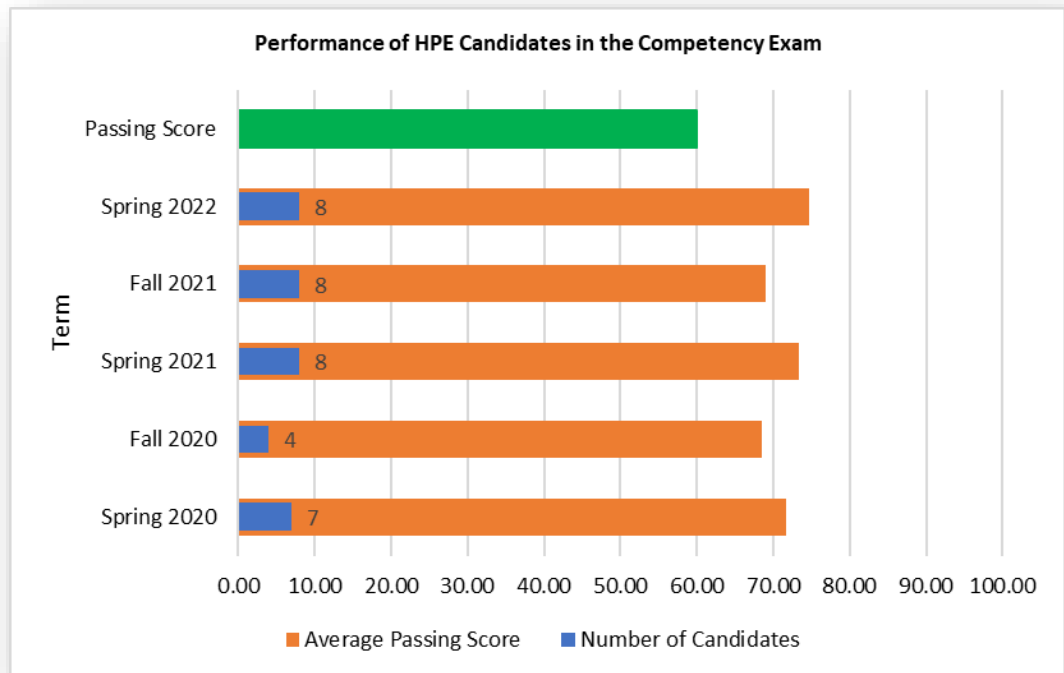


Figure 3.7

Performance of HPE candidates in the competency exam



3.2 Student Teaching Evaluation

Student teaching offers an opportunity for student to demonstrate their pedagogical skills. They are graded on four components: Domain 1 (Planning and Preparation), Domain 2 (Classroom Environment), Domain 3 (Instruction), and Domain 4 (Professional Responsibilities). Candidates must successfully meet Student Teaching course requirements with a mark higher than 70%.

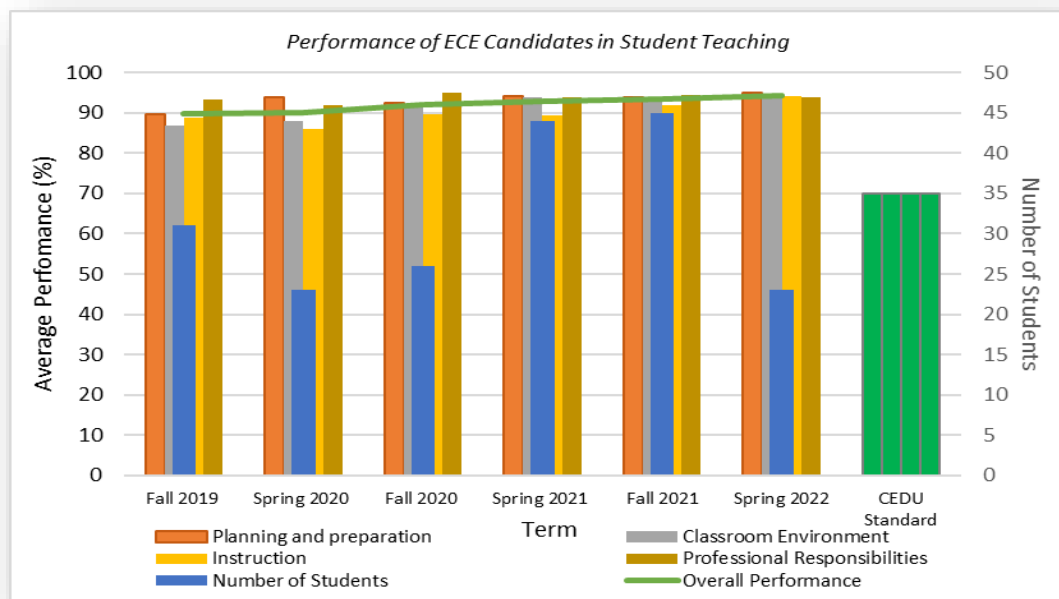
Candidates across the three programs scored an overall average of 93.86% during Fall 2021 and Spring 2022 –93.84% for ECE candidates, 92.28% for SPED candidates, and 95.47% for HPE. Over the last three years (2019|2020-2021|2022), the performance of the candidates in the Student Teaching course was consistently above the EPP's 70% passing standard. It could be said that candidates from these programs have acquired the requisite skills across all the domains. That is, able to prepare and plan to teach, create a conducive learning environment, adopt appropriate teaching pedagogy, and understand their professional responsibilities.

Early Childhood Education

The ECE program has demonstrated an increasing trend in the performance of its candidates in Student Teaching course over the last three cycles (see Figure 3.8). The performance of the Fall 2021 (M=93.42) and Spring 2022 (M=94.25) cohorts in Student Teaching are the same. However, in the four domains, the highest score was found on planning and preparation (M=94.46). ECE candidates may have demonstrated high pedagogical skills during the field experience.

Figure 3.8

Performance of ECE candidates in student teaching



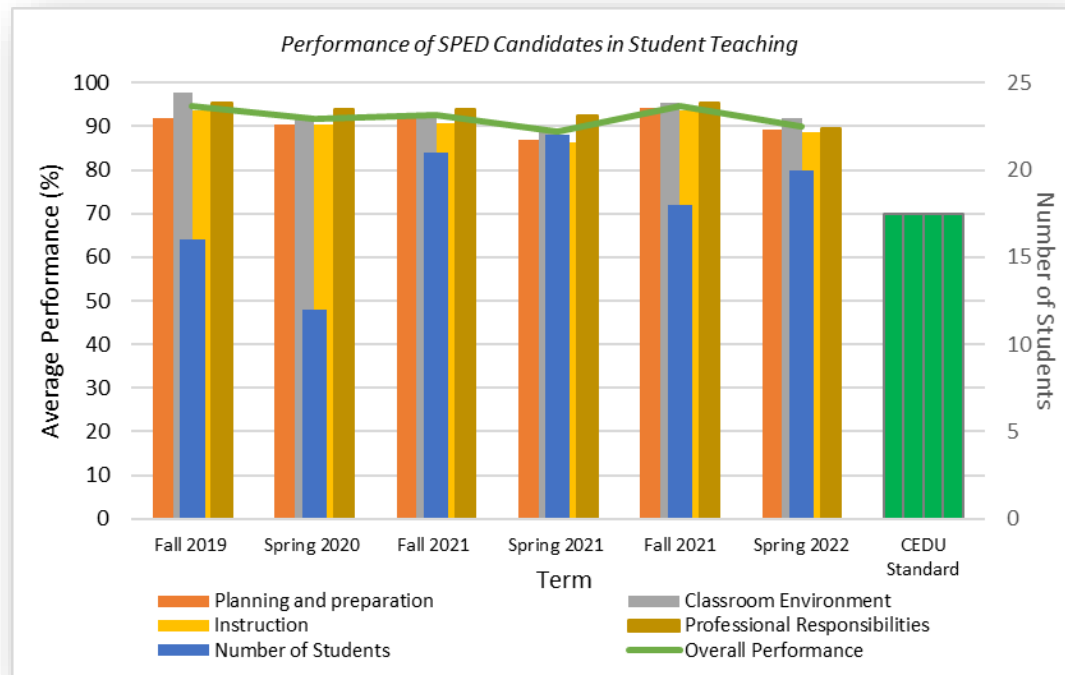
Special Education

The overall Student Teaching performance of the SPED candidates was satisfactory and exceeded the EPP’s 70% passing standard. The performance of the SPED candidates from Fall 2021 and Spring 2022 cohorts ranged between 89-95% across the four domains. SPED candidates were assessed highest in managing Classroom Environment (M=93.76).

The Student Teaching performance of candidates under the SPED program over the last three cycles (see Figure 3.9) shows a varying trend. There was a significant difference ($F(2,57) = 23.377, p < .001$) in the performance of students in the last three cohorts. Post-hoc comparison showed that those in the Fall 2021 (M=94.70) and Spring 2022 (M=89.86) cohorts were different from those in Spring 2021 (M=88.73) cohorts. It must be noted that during Spring 2021, student teaching or field experience has been disrupted due to the pandemic. From Fall 2021, field experience was transitioned from remote/hybrid to face-to-face.

Figure 3.8

Performance of SPED candidates in student teaching

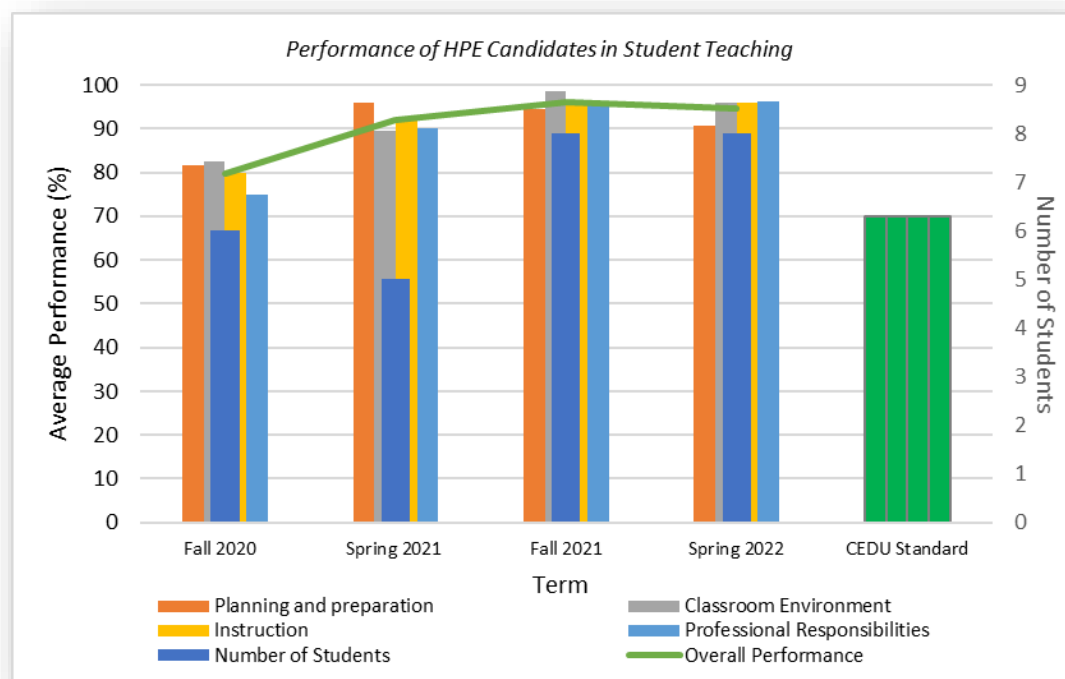


Health and Physical Education

The HPE candidates from Fall 2021 and Spring 2022 cohorts demonstrated 95% and 96%, pedagogical skills, respectively, during the field experience. High scores could be observed especially in managing the classroom environment and demonstrating professional responsibility (see Figure 3.10). Overall, there is no significant difference ($F(2,18) = 3.024$, $p = .074$) in the performance of the HPE candidates across the last three cycles.

Figure 3.10

Performance of HPE candidates in student teaching



3.3 Capstone Course

The Capstone course is a chance for candidates to demonstrate the knowledge, skills, and experiences they have gained as educators. In this course, candidates in all programs must create a teaching plan for the professional exam. Specifically, candidates develop a lesson plan and create formative assessments (e.g., homework, quizzes, projects, portfolio design, checklists, rating scales, etc.). The passing mark for the Capstone course is 80%.

In all programs, candidates attained the required grade for the capstone course, which includes professional exam and action research, during Fall 2021 and Spring 2022. The overall average performance in Capstone, Professional Exam, and Action Research ranged from 82-93%.

Early Childhood Education

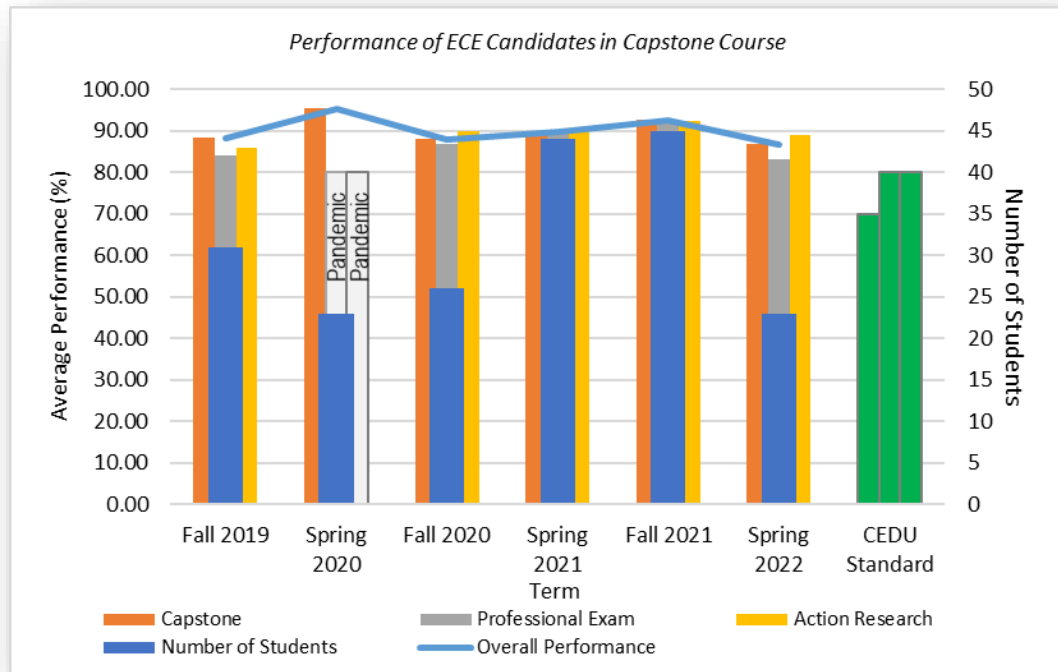
The ECE candidates performed satisfactorily in the professional exam, action research, and in the overall Capstone course which was above the EPP’s standard. There was an overall average of 88% in the Professional Exam, 91% in Action Research, and 90% in the Capstone grade during Fall 2021-Spring 2022.

Across the last three cycles (see Figure 3.11), a significant difference was observed in the professional exam performance ($F(2, 109) = 7.231, p = .001$) and in the overall Capstone grade ($F(2, 109) = 7.571, p < .001$). Post-hoc comparison showed a difference in the professional exam between Spring 2022 cohort ($M = 83.14$) and the other two cohorts ($M_{SP21} = 90.23$ and $M_{FA21} = 92.47$). The post-hoc comparison also showed a difference in the capstone grade between the cohorts Fall 2021 ($M = 92.64$) and Spring 2022 ($M = 86.76$). However, both cohorts did not differ significantly with Spring 2021.

The difference in the performance of the Spring 2022 cohort relative to the other last two cohorts shows the adjustments that candidates and teachers need to deal with while transitioning from remote/hybrid to face-to-face.

Figure 3.11

Performance of ECE candidates in a capstone course



Special Education

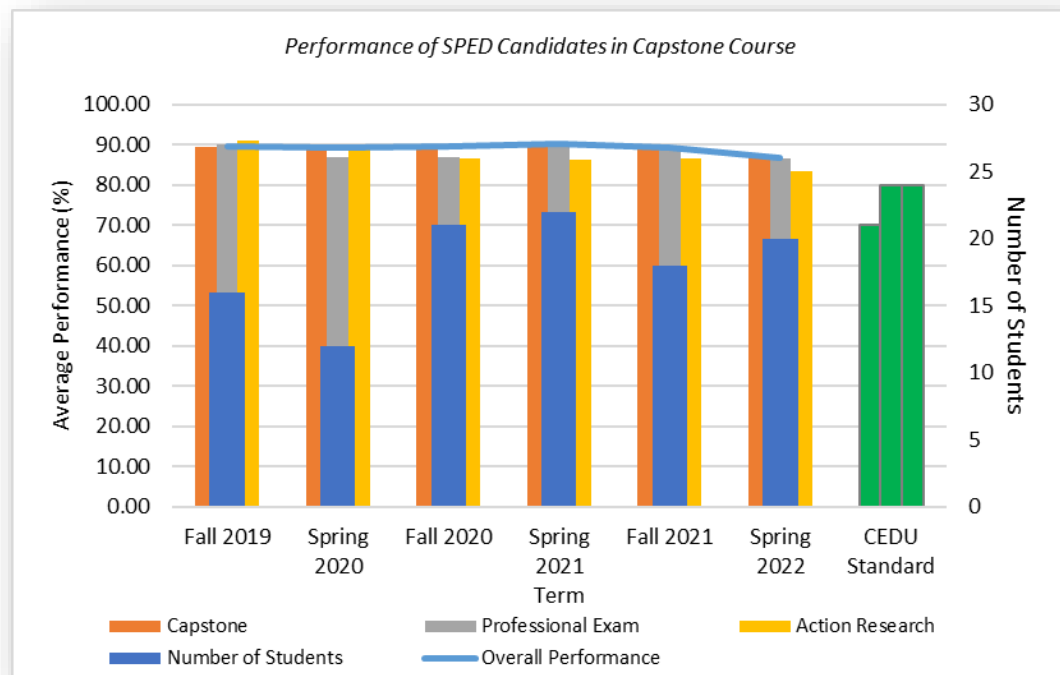
The SPED candidates had an average score of 88% in the Professional Exam, 85% in Action Research, and 88% in the overall Capstone course during Fall 2021 and Spring 2022. The performance is satisfactory and above the EPP’s standard.

Across the last three cycles (see Figure 3.12), the performance of the candidates was significantly different in Action Research ($F(2,57) = 4.677, p = .013$), Professional Exam 2022 ($F(2, 57) = 5.305, p = .008$) and overall capstone ($F(2, 57) = 14.505, p < .001$). Post-hoc comparison showed a difference in the action research performance of the Spring 2022 cohort ($M = 83.33$) relative to the Spring 2021 ($M = 86.36$) and Fall 2021 ($M = 86.67$) cohorts. The professional exam performance significantly differed between the Spring 2021 cohort ($M = 89.89$) and Spring 2022 cohort ($M = 86.50$). The post-hoc comparison also showed a difference in the capstone grade between the cohorts Spring 2022 ($M = 86.85$) and the other two cohorts ($M_{SP21} = 90.17$ and $M_{FA21} = 89.17$).

The adjustments that candidates and teachers need to deal with while transitioning from remote/hybrid to face-to-face could explain the difference in the performance of the Spring 2022 cohort relative to the other last two cohorts.

Figure 3.12

Performance of SPED candidates in a capstone course



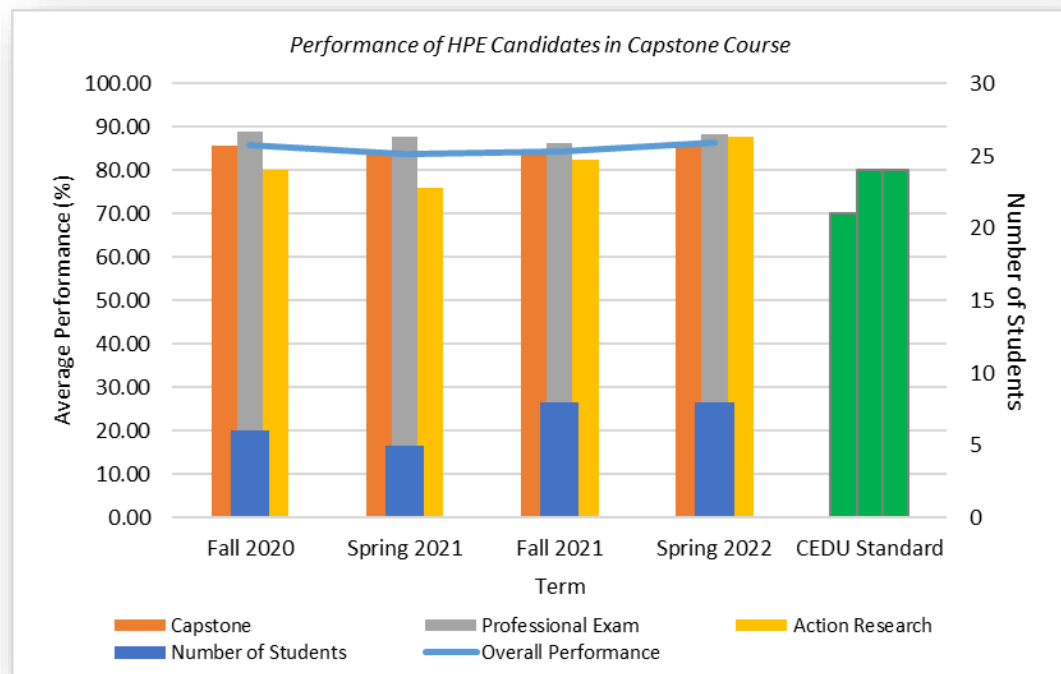
Health and Physical Education

The average performance of HPE candidates in the Professional Exam (87%), Action Research (85%), and overall Capstone grade (85%) improved during the period. An increasing trend (see Figure 3.12) can be observed in the last three cycles, especially in the Action Research ($F(2,18) = 3.571, p = .049; M_{SP21} = 76.00, M_{FA21} = 82.50, \text{ and } M_{SP22} = 87.71$).

It was mentioned in the previous report that the HPE program needed to enhance the performance of students in action research. This was a result of the decline in the performance of students. Thus, the research workshops could have had an impact as the performance of students increased significantly.

Figure 3.13

Performance of HPE candidates in a capstone course



3.4 Disposition at Completion

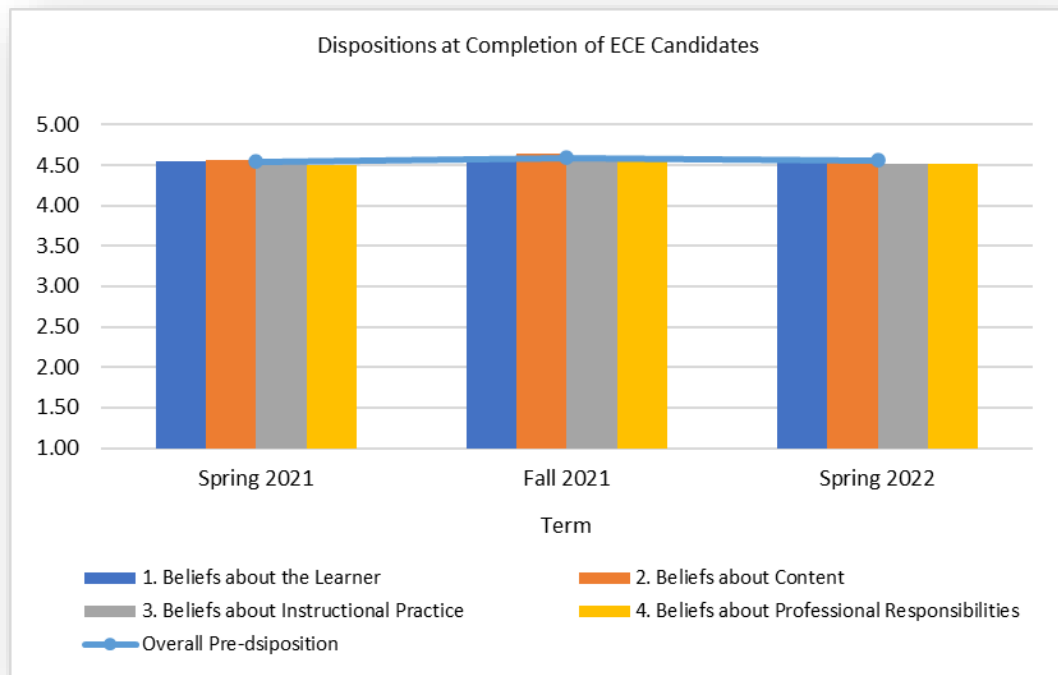
Candidates are assessed on their disposition towards teaching at the point of exit (post-disposition). The assessment measures professional attitudes, values and beliefs, and behaviors as teacher candidates interact with students, families, colleagues, and communities. The post-dispositions provide a final opportunity for the EPP to appraise the perceptions of students towards teaching. It is important to reiterate here that the disposition survey is anchored on a five-point Likert scale with a mean score of at least 4 interpreted as a positive attitude towards teaching.

Early Childhood Education

Across three cycles of post-disposition assessments, the Early Childhood Education candidates were highly favorable towards teaching (see Figure 3.14). The mean scores for the ECE candidates during Spring 2021, Fall 2021 and Spring 2022 were 4.54, 4.59, and 4.56 respectively. Candidates from the Fall 2021 cohort had the highest dispositions compared to the other two cohorts, especially towards their 'beliefs about content', although there was no significant difference in the dispositions across the three cohorts.

Figure 3.14

ECE Candidates' Disposition at Completion



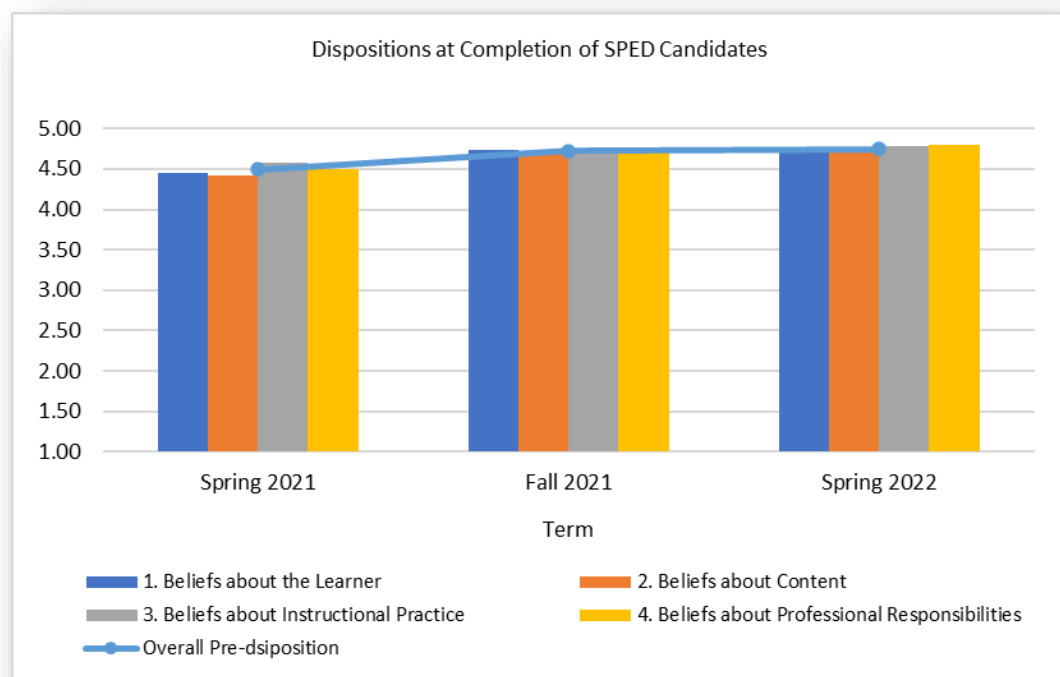
Note: N_{SP2021} = 27, N_{FA2021} = 45, N_{SP2022} = 23

Special Education

For the Special Education, the overall mean score of each cohort is as follows: Spring 2021 (M= 4.49), Fall 2021 (M= 4.72), and Spring 2022 (M= 4.75). Across three cycles of post-disposition assessments, the SPED candidates were highly favorable towards teaching (*see Figure 3.15*). Candidates from the Fall 2021 and Spring 2022 cohorts have higher dispositions in terms of all the subscales as compared to the Spring 2021 cohort although there was no significant difference in the disposition across the three cohorts.

Figure 3.15

SPED Candidates' Disposition at Completion



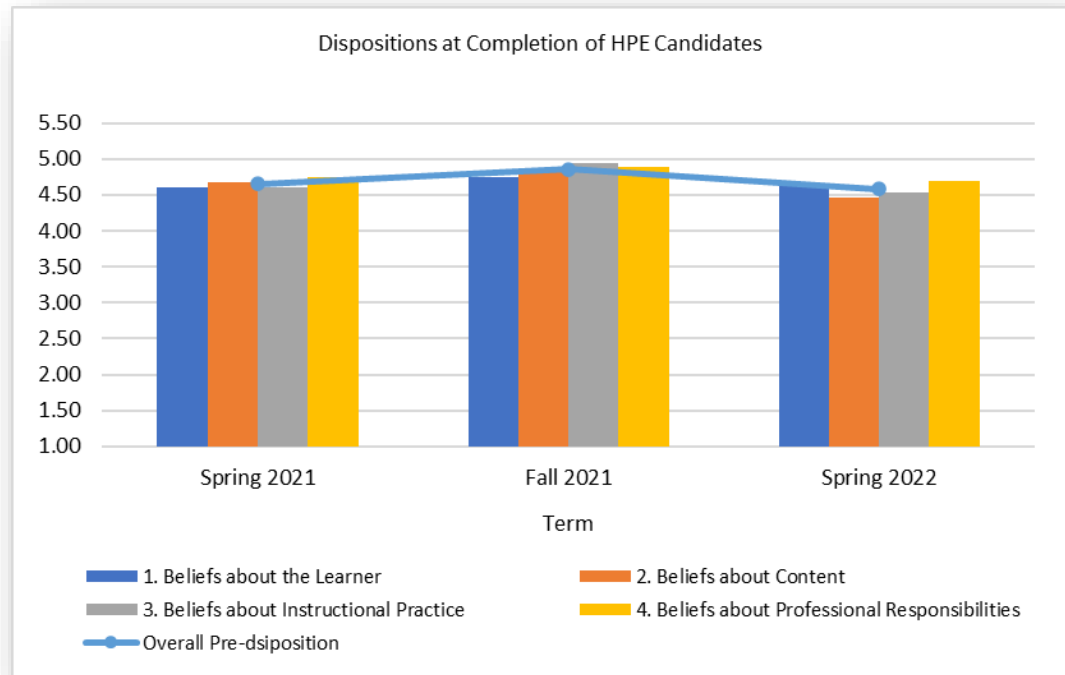
Note: N_{SP2021} = 12, N_{FA2021} = 18, N_{SP2022} = 20

Health and Physical Education

Health and Physical Education candidates from different cohorts exuded favorable dispositions towards teaching (*see Figure 3.16*). The overall mean score of each cohort is as follows: Spring 2021 (M= 4.65), Fall 2021 (M= 4.85), and Spring 2022 (M= 4.58). Candidates from the Fall 2021 cohorts had the highest dispositions, especially towards 'instructional as compared to the other cohorts, although there was no significant difference in the dispositions across the three cohorts.

Figure 3.16

HPE Candidates' Disposition at Completion



Note: N_{SP2021} = 3, N_{FA2021} = 8, N_{SP2022} = 8