2022-2023 CAEP Accountability Measures
Advanced Programs

The School of Education at Concordia University Ann Arbor has a history of accreditation since 2001. It is instrumental in the Lutheran Christian school community providing qualified teacher candidates to fill teaching positions across the country in private Lutheran Schools as well as public schools. Concordia University Ann Arbor is one of only seven universities in the country that certifies teacher candidates with a Lutheran Teaching Diploma. Our value for Christ-centered faith and learning invites teaching candidates to align their beliefs within instructional settings as they deepen their sense of calling and vocation.

Concordia University Ann Arbor School of Education is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP website.

In accordance with Council for the Accreditation of Educator Preparation (CAEP) policy, CAEP uses four CAEP Accountability Measures to provide information on Educator Preparation Provider (EPP) program outcomes and impacts in the field of teacher education to the public.

The information below provides evidence of Concordia University Ann Arbor's quality Educator Preparation Program within the three CAEP Accountability Measures required for Advanced (graduate level) programs:

Measure 2 (Advanced): Satisfaction of Employers and Stakeholder Involvement (R4.2/R5.3)

A survey for employers was distributed in July, 2023. Results are summarized below:

Of the 9 employers who were surveyed, 3 returned the survey (return rate of 33%). When asked about how well prepared the completers were, the responses from all is that they were either "well prepared" or "prepared."

All responses were either "excellent" or "very good" for the following questions:

- Application of literacy
- Use of research and understanding of qualitative, quantitative, and/or mixed methods of research methodologies.
- Use of data analysis and evidence to develop supportive school environments
- Leading and/or participating in collaborative activities with others, such as peers, colleagues, teachers, administrators, community organizations, and parents.

- Supporting appropriate application technology for educational leadership.
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