Annual Report for the Academic Year 2020-2021

4.2 - Accountability Measures as Required by CAEP for CHEA Requirements

Measure 1 (a): Completer Impact in contributing to P-12 student learning and growth

Each year the EPP has used a survey to document Completer Impact in contributing to P-12 student learning and growth, and completer effectiveness in applying professional knowledge, skills and dispositions. The items in the following data table include the responses from the completers that were determined by the EPP’s faculty to measure completer impact on P-12 students. These items also were determined to have content validity based on the CAEP-recommended Lawshe method. They are:

1. Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction
2. Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of GIFTED STUDENTS
3. Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of STUDENTS WITH DISABILITIES
4. Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of ENGLISH LANGUAGE LEARNERS.
5. Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of AT-RISK STUDENTS
6. Recognize student misconceptions and create experiences to build accurate conceptual understandings
7. Create opportunities for students to learn, practice, and master academic language
8. Use academic language in a way that encourages learners to integrate content areas.
9. Utilize strategies to create learning environments which engage students in individual and collaborative learning
10. Engage learners in understanding, questioning, analyzing ideas, and content from diverse perspectives.
11. Develop supports for literacy development across content areas.
12. Seek appropriate ways to integrate technology to support assessment practice and to assess learner needs
13. Use formative and summative data to adjust instruction to enhance learning
14. Align instructional goals and activities with state and district performance standards
15. Use ongoing analysis and reflection to improve planning and practice

Chart A

The EPP sent out 71 surveys to 2020-2021 completers who are now first year teachers (2021-2022) and received responses from 13 of those completers for a return rate of 18 per cent. As this is admittedly a disappointing return rate it does provide the EPP with a sample that informs it as to how its completers and their students are performing in the classroom. One of the flaws for the survey is that, because the survey results are returned anonymously through SurveyMonkey, the EPP is not able to determine the information as disaggregated by program. This will be corrected in future reports. What the EPP does know is that, of the total respondents, 4 were from the Elementary Program, 4 were from the Early Childhood Program, 1 was from the Middle Level Program (which is being phased out, so this is understandable), 2 were from Secondary English, 3 were from the MAT in Learning Disabilities, and none were returned from completers in Art Education or Secondary Math.

The data indicate that the EPP prepares teachers who are effective in promoting the overall academic growth and development of students in their classes (Chart A). Weighted averages are provided by SurveyMonkey, (responses are valued at 1 = Disagree, 2 = Agree, and 3 = Strongly Agree, totaled, and then divided by the total number of responses for each item) indicate that learners benefitted from teachers’ use of academic language (2.46), the teachers’ use of data to inform instruction and to enhance learning (2.46), and to align instructional goals and activities with state and district performance standards (2.46).

The data also indicate, again based on weighted averages on a scale between a 1-3, averages in parentheses, that more needs to be done by the EPP in preparing teachers to work with students who are English Language Learners (1.92), and to be able to meet the needs of at-risk students (2.0).

The EPP has added to its faculty two faculty members who are experienced in teaching methods for English Language Learners, and it has been recommended that all faculty include in their methods instruction content that addresses the instructional methods for special populations of students. It is also hoped that now that it appears the COVID-19 pandemic has dissipated, learning can begin again in a more normalized fashion in the public schools in which the EPP’s candidates can practice teaching under more normal circumstances.

The overall weighted average for teacher impact on student growth and development, based on the survey, is a 2.27, indicating that there is work to be done but that the EPP does prepare effective teachers.

**Completer Expectation for Student Advancement**

Information also obtained from the Completer Survey indicate that 11 of the 13 respondents expected between 76% and 100% of their students to be promoted to the next grade level at the end of the year, while 1 of the 13 indicated an expectation for student advancement to be between 51% and 75%, and 1 of the 13 indicated an expectation for student advancement to be between 26% and 50%. These data appear in Chart B:

Chart B

**Student Growth Based on Testing**

Completers were asked to report on student growth based on testing. The completers identified MAP, Linkit, ELA STAR, and MATH Star as several of the assessments used to identify student growth. The following chart (Chart C) provides the completer estimates of student growth based on testing:

 Chart C

The data indicate that 7 of the 13 respondents (54%) felt that between 76% to 100% of their students showed growth based on test results. This was followed by 5 of the respondents (38%) indicating that between 51% to 75% of their students demonstrated growth, while only 1 respondent (8%) felt that between 26% and 50% of the class demonstrated growth based on test results. Overall, it can be said that 92% of the respondents indicated that their efforts enabled an estimated student population of between 51% and 100% to grow academically. While it would be beneficial to have had more respondents for this data, the data do indicate that the EPP is producing qualified teachers to prepare children academically. Additionally, 92% of completers who responded stated that they used a combination of standardized tests, teacher-made assessments, and content standards and indicators to inform their determinations for student growth.

Measure 1 (b): Completer effectiveness in applying professional knowledge, skills, and dispositions.

The following items from the Completer Survey are used to determine the completers’ effectiveness in their application of professional knowledge and skills, and to reveal their dispositions.

1. Recognize the basic developmental levels (Cognitive, social, emotional, physical) appropriate to my students
2. Plan instruction incorporating the basic theories of student development appropriate to my students
3. Deliver instruction incorporating the basic theories of student development appropriate to my students
4. Develop and manage a collaborative classroom in which all students have ownership
5. Implement effective classroom management strategies and procedures in all school areas
6. Use technological tools and a variety of communication strategies to build communities that engage learners
7. Create opportunities for learners to develop diverse social and cultural perspectives
8. Examine data to understand each learner's progress and learning needs
9. Develop flexible learning environments that foster discovery, exploration and expression
10. Use a variety of diagnostic, formative and summative assessments to assess and address learner needs
11. Use a variety of evidence-based practices to differentiate and support learning
12. Use a variety of instructional strategies to support learners' communication through speaking, listening, reading and writing
13. Seek professional development opportunities to further develop my practice
14. Work collaboratively with colleagues and other professionals
15. Understand, uphold and follow professional ethics, policies, and legal codes of conduct
16. Contribute to positive changes in practice and advance the teaching profession

Chart D

Items 1 through 12 point to completers’ effectiveness in applying professional knowledge and skills, while items 13 – 16 indicate the professional dispositions of the completers (Chart D). Weighted averages are provided by SurveyMonkey, (responses are valued at 1 = Disagree, 2 = Agree, and 3 = Strongly Agree, totaled, and then divided by the total number of responses for each item) indicate that in almost all categories measured by the survey the completers either agreed or strongly agreed that they were competent in their abilities and dispositions. If the weighted average is taken for those items 1-12 only, those items that point to completers’ ability to utilize skills and knowledge to impact academic growth of P-12 students, the overall weighted average is 2.33, and the items that address professional dispositions provide an overall weighted average of 2.55, indicating the completers agree or strongly agree that they conduct themselves professionally.

The EPP has an effective process for addressing dispositions when the need arises, and for the year 2020-2021 there were only 9 instances where candidates had to meet with professors to discuss professional dispositions. Given that during the 2020-2021 year the EPP had over 300 candidates in the various programs it offers, less than 3% of the candidates experienced dispositions that were concerning enough that their professors had a conference with them. This tends to support the survey responses that measure professional dispositions by the now first-year completers who responded.