**Measure 1(a): Completer Impact in Contributing to P-12 Student Learning and Growth**

Every year the EPP utilizes a survey to document Completer Impact in contributing to the learning and growth of P-12 students, as well as the effectiveness of completers in applying professional knowledge, skills and dispositions. The following items in Chart A include responses from the completers that measure completer impact on P-12 students. These items were determined to have content validity based on the CAEP-recommended Lawshe method. The items are as follows:

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 40 surveys to 2021-2022 completers who are now (2022-2023) completing their first year of teaching. This yielded 17 responses, a 42.5% return rate. This provides a solid sample size of completers from 2021-2022. Chart A provides the survey results of the 15 items that evaluate completer impact on P-12 student learning and growth for the completers as a whole, regardless of program.

The data indicate that overall completers are effective in impacting the growth and development of their students. SurveyMonkey provides a weighted average for each item, based upon a 3-point scale (3.0=Strongly Agree, 2.0=Agree, 1.0=Disagree, 0.0=Strongly Disagree). The scale also includes “Not Applicable,” which is not scored in the weighted average. Using this scale with averages provided in parentheses, it is evident that completers felt confident in the following areas:

* Using academic language in a way that encourages learners to integrate content areas (2.24)
* Utilizing strategies to create learning environments which engage students in individual and collaborative learning (2.24)
* Engaging learners in understanding, questioning, analyzing ideas and content from diverse perspectives (2.35)
* Developing supports for literacy development across content areas (2.29)
* Seeking appropriate ways to integrate technology to support assessment practice and to assess learner needs (2.38)
* Aligning instructional goals and activities with state and district performance standards (2.29)

The data also indicate areas where the EPP could improve instruction and support. Based again on the weighted averages provided by SurveyMonkey, found in the parentheses, the EPP needs to address how it prepares teachers in planning and delivering differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of gifted students (1.94), English language learners (1.71), and at-risk students (1.76).

The EPP has restructured its lesson plan so that it is more inclusive of the variety of students that teachers will have in their classroom, including those listed above. As well, the EPP’s undergraduate committee, which constitutes program coordinators, the Director of Graduate Studies, and the Director of Student Teaching, is in the process of constructing a curriculum map to identify points in each program where more authentic practice can be given in differentiating instruction for the myriad of students, such as those listed above, using best practices.

The overall weighted average for teacher impact on student growth and development, based on the survey, is 2.14, which indicates that the EPP does prepare effective teachers, but there is work to be done in providing instruction and practice in working specifically with gifted, English language learner, and at-risk students.

SurveyMonkey allows for the EPP to disaggregate data based on professional program. As one completer did not indicate their program, the disaggregated data has an N=16, rather than 17 as was provided when evaluating the EPP as a whole. In all, there were one Art Education, four Elementary Education, five Early Childhood Education, one Secondary Mathematics Education, and five MAT-Learning Disabilities responders. Chart B through F provide the disaggregated data by professional program. There were no completers who returned the survey from Secondary Biology and Secondary History, which are relatively new programs to FMU, as well as Secondary English. In the future, the EPP foresees having more completers from these programs completing the survey.

Chart B

For Art Education, although there was only one completer for 2021-2022 who responded to the survey, the results in Chart B indicate that the completer overall felt that they were well prepared to contribute to P-12 student growth and development. All 15 items, as described on Page 1 of the report, scored at the Agree or Strongly Agree designation. Two areas that exemplify the completer felt strongly in their ability to contribute to P-12 student growth and development are in understanding how individual differences and diverse cultures impact student learning and classroom environments and being able to use that information to design and deliver instruction and in recognizing student misconceptions and creating experiences to build accurate conceptual understandings (weighted average of 3.0 for each area).

Although all items had positive responses, four of the items earned Agree rather than Strongly Agree by the completer, which could indicate additional efforts are needed for the EPP to excel in these areas. These areas mirror the areas that the entire responders scored lower in their confidence of their preparation: being able to 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, students with disabilities, English language learners, and at-risk students (2.0 for each area). While these areas indicate the need for the EPP to consider how it is instructing its students to meet all learners’ needs, the weighted average is 2.73 for all 15 items in total, indicating a strong confidence in contributing to P-12 student growth and development for the Art Education program.

Chart C

As Chart C indicates, there were 4 Elementary Education completers who responded to the survey sent. Overall, the data show that Elementary Education completers primarily feel they have a positive impact on P-12 student growth and development. Three areas with higher scores were their ability to understand how individual differences and diverse cultures impact student learning and classroom environments and to use that information to design and deliver instruction (weighted average of 2.75), their ability to use formative and summative data to adjust instruction to enhance learning (2.75), and their ability to use ongoing analysis and reflection to improve planning and practice (2.75).

There were areas where Elementary Education completers did not feel as strong. These again mirrored the overall consensus of the entire group of responders: being able to 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 (2.0), students with disabilities (1.75), English language learners(1.5), and at-risk students (1.75). Additionally, there was one “Disagree” response for utilizing strategies to create learning environments which engage students in individual and collaborative learning. While this was the single lower rating on this item and on the other 10 items remaining, the EPP will still discuss how it can incorporate strategy instruction in creating environments that engage students with one another and as individuals. While the EPP does have areas for growth, the overall weighted average for Elementary Education completers’ scores on the 15 items was 2.3, demonstrating a positive impact on student growth and development.

Chart D

As Chart D indicates, there were 5 Early Childhood Education completers that responded to the survey provided. For these responders, they demonstrated high impact in contributing to P-12 student growth and development through selecting “Strongly Agree” or “Agree” for three items on the survey. These included, with weighted average provided in parentheses, the following:

* Understanding how individual differences and diverse cultures impact student learning and classroom environments and using that information to design and deliver instruction (2.2)
* Recognizing student misconceptions and creating experiences to build accurate conceptual understandings (2.2)
* Creating opportunities for students to learn, practice, and master academic language (2.2)
* Engaging learners in understanding, questioning, analyzing ideas and content from diverse perspectives (2.2)

The items listed above indicate that Early Childhood Education completers are confident in their content knowledge and pedagogy and to use both to impact student achievement.

While overall the Early Childhood Education completers’ scores demonstrate positive impact on student growth and development with a combined weighted average of 2.05, there are areas that the completers demonstrated less confident in their impact on P-12 student growth and development. The Early Childhood Education completers also had lower weighted averages (indicated in parentheses) for planning and delivering 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 (1.6) and at-risk students (1.8). While both of these reflect the overall determination of completers, the two additional items regarding gifted students (2.2) and students with disabilities (2.0) were slightly higher on average than the averages for these by Elementary Education completers. Additionally, the survey had lower ratings by one completer in the following areas, although the weighted average was off-set by higher scores from other completers:

* Developing supports for literacy development across content areas (2.0)
* Seeking appropriate ways to integrate technology to support assessment practice and to assess learner needs (2.0)
* Using formative and summative data to adjust instruction to enhance learning (2.2)
* Aligning instructional goals and activities with state and district performance standards (2.2)

The overall average of the weighted averages on the specific 15 survey items is While these weighted averages still demonstrate that completers agree about their impact ion P-12 student growth and development in these areas, it is important for the EPP to consider discussion across programs to find where these areas could be bolstered. This discussion will begin in the EPP’s undergraduate committee. Although the EPP does have areas for growth, the overall weighted average for Early Childhood Education completers’ scores on the 15 items was 2.0533, demonstrating a positive impact on student growth and development.

Chart E provides the impact of the Secondary Mathematics Education completer (N=1) in contribution to P-12 student growth and development.

Chart E

Overall, the completer selected “Agree” to most of the items on the survey, a total of 12 out of 15. This demonstrates that the completer feels confident in their impact on P-12 student growth and development. There were three items, however, where the completer marked “Disagree,” earning a 1.0 score on the 3-point scale. These were in planning and delivering differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of gifted students, English language learners, and at-risk students. These mirror the overall trend of the completers, but this does exclude concern with working with students with disabilities, as the overall consensus had included as an area of growth needed. As the EPP’s undergraduate committee contains a Math Education member, the committee will look across the program to determine areas where these topics can be bolstered. While overall the Secondary Mathematics completer provided an average of weighted averages on the survey of 1.8 on the 3-point scale, this was the lowest average of all programs. The EPP realizes the difficulty with evaluating a program with only one member in the sample and will continue to compare and evaluate the program across multiple years to get a clearer picture of the Mathematics Education program.

Chart F provides the impact of the Masters of Arts in Teaching And Learning—Learning Disabilities (MAT-LD) (N=5) for P-12 student growth and development.

Chart F

Overall, most of the completers scored the items from the survey with “Strongly Agree” or “Agree.” There was one completer who scored all items as “Strongly Disagree.” While this may be a disgruntled completer, it is important to consider how this completer may have felt less of an impact on P-12 student growth and development. Completers felt confident in the following areas (weighted average provided in parentheses):

* Understanding how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction (2.2)
* Planning and delivering 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 (2.2)
* Utilizing strategies to create learning environments which engage students in individual and collaborative learning (2.2)
* Engaging learners in understanding, questioning, analyzing ideas and content from diverse perspectives (2.2)
* Developing supports for literacy development across content areas (2.2)
* Seeking appropriate ways to integrate technology to support assessment practice and to assess learner needs (2.2)
* Using ongoing analysis and reflection to improve planning and practice (2.2)

There were other items that earned lower scores from the completers. Those areas, with weighted averages provided in parentheses, are as follows:

* Planning and delivering differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of gifted students (1.6)
* Recognizing student misconceptions and creating experiences to build accurate conceptual understandings (1.8)

Interestingly, but understandably, the MAT-LD completers did not score lower the items regarding students with disabilities and at-risk students. As the completers’ certification is in working with students with disabilities and at-risk students, the scores for these reflect the confidence that the completers have in impacting the P-12 student growth and performance of these students. However, impacting the growth and development of gifted students seems to be an area that the EPP should address. As well, the EPP needs to identify where more experiences are provided for practice in recognizing student misconceptions and building accurate conceptual understandings. The EPP’s undergraduate committee has the Director of Graduate Studies as a member, Thus, the EPP will utilize this information as they prepare their curriculum map to determine areas where more practice can be made available. Although the EPP recognizes the areas for growth within its MAT-LD program, the program’s average of the weighted average on a 3-point scale was 2.08, indicating that there are definite strengths and successes in the MAT-LD program.

Looking at completer responses by program allows for a comparison to be made in areas where the EPP could improve in each program. Although most of the programs demonstrated a positive impact on P-12 student growth and development, there were areas that the EPP should address. For most of the programs, the survey indicates a need to provide more practice in working with gifted students, English language learners, students with disabilities, and at-risk students. Individual programs had other topics to consider as well, including recognizing student misconceptions and creating experiences to build accurate conceptual understandings. While the EPP has already begun revising the lesson plan template so that it differentiates instruction for all learners, the EPP will ensure that all areas of need will be discussed in the undergraduate committee as they determine appropriate points in the curriculum where these areas could be bolstered.

In determining if there were statistically significant differences among the weighted averages across all 5 programs, the EPP utilized a one-way ANOVA test: F(4)=15.76463, p=3.03E-09. This demonstrates there was a statistically significant difference among the programs’ responses. A Kruskal-Wallis test was also utilized to ensure results:  χ 2(4)=26.3074, p=0.00003. These data provide evidence to support the discussion among the EPP’s teacher education programs to identify what programs are using to bolster the areas of strength and to share with other programs what seems to be working.

**Completer Expectation for Student Achievement**

The Completer Survey also addressed completers’ expectations regarding the percentage of their class of students advancing to the next grade level. Chart G provides data regarding the percentage of students completers of each program perceive will advance to the next grade level.

Chart G

Based on the results of this item, all programs but one indicated that they believed 76% to 100% of their students would be promoted to the next grade level. The only program that indicated a lower percentage was Secondary Mathematics that stated 51% to 75% would be promoted to the next grade level. As Secondary Mathematics also indicated in a previous item that they felt less prepared to work with English language learners and at-risk students, these additional data provide more evidence that the EPP needs to provide more instruction and practice in working with these groups of students.

**Student Growth Based on Testing**

Completers also reported on student growth based on testing. Completers identified several standardized tests utilized to identify student growth, such as LinkIt!, SCReady, MAP, I-Ready, Fountas & Pinnell, and STAR. Completers provided the percentage of their students who grew based on the testing used, provided in Chart H.

Chart H

Chart H indicates that there is a difference by program of the completers’ estimates for the percentage of students they expected to grow based on tests taken. Early Childhood Education completers had a higher number of completers (2) stating that they expected 76% to 100% of their students to grow based on tests utilized with the remaining completers (3) stating they expected 51% to 75% of their students to grow. The MAT-LD completers had the second highest percentages of student growth with 1 completer stating that they expected 76% to 100% of their students to grow based on tests utilized, with the remaining 4 completers stating their expectation at 51% to 75% of their students to grow. The Secondary Mathematics completer stated that they expected 51% to 75% of their students to grow on tests utilized. The Elementary Education completers had lower percentages of expected growth for their students with 3 of the completers stating their expectation of student growth at 51% to 75% of their students and 1 completer stating that 26% to 50% of their students were expected to grow on tests utilized. Finally, the lowest estimate was from Art Education, with the completer stating that they estimated 26% to 50% of their students would grow on tests utilized. As there are differences among the programs, it is important for the EPP to contemplate why there are these differences in estimates. Additionally, it is important to note that many of the completers are not expecting growth from a majority of their students. This evidence supports the need for the EPP to provide more direct instruction and practice in identifying and working with at-risk students and in utilizing learning strategies that allow all students to grow. The EPP will address these topics and map out where more direct instruction and practice can occur with the undergraduate committee mapping out the curriculum.

**Measure 1(b): Completer Effectiveness in Applying Professional Knowledge, Skills, and Dispositions**

The following items from the Completer Survey provide evidence of the completers’ effectiveness in their ability to apply 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 I provides the responses for all 2021-2022 completers who responded to the survey. The chart uses the numbers above to identify each item.

Chart I

Overall, the completers demonstrated the ability to apply professional knowledge, skills, and dispositions effectively, according to the survey results. All but 2 of the 16 items (12.5%) had a weighted average of 2.00 or higher on the 3-point scale. The highest weighted averages were the following items, with the weighted average provided in parentheses after the item.

* Recognizing the basic developmental levels (cognitive, social, emotional, and physical) appropriate to their students (2.35)
* Creating opportunities for learners to develop diverse social and cultural perspectives (2.29)
* Examining data to understand each learner’s progress and learning needs (2.35)
* Developing flexible learning environments that foster discovery, exploration, and expression (2.35)
* Using a variety of diagnostic, formative, and summative assessments to assess and address learner needs (2.41)
* Understanding, upholding, and following professional ethics, policies, and legal codes of conduct (2.35)

Each of these items demonstrates confidence in the completers’ abilities in a variety of tasks and expectations. First, the data indicate that the completers feel capable of understanding the developmental levels of their students and know how to create opportunities for learning utilizing diverse experiences. This demonstrates that the EPP is doing well to provide its completers with the knowledge to provide developmentally appropriate instruction that allows students to use a variety of perspectives in a setting that fosters discovery, exploration, and expression. As well, the evidence indicates that the EPP has done well in providing its completers with the knowledge base and practical experience to utilize data to inform instruction through a variety of assessment means. Finally, the EPP has provided a basis for the dispositional professionalism to which teachers are upheld. As the EPP instructs its students in and provides evaluation of a set of dispositions that demonstrate professionalism, these data indicate that completers feel knowledgeable about the professional ethics and legal codes of conduct expected of them in their workplace.

There were 2 of the 16 items that had a weighted average below the 2.0 score. These items were the completers’ ability to implement effective classroom management strategies and procedures in all school areas (1.82) and seeking professional development opportunities to further develop their practice (1.94). While all EPP programs’ completers take a classroom management course, this occurs late in the curricula—taken the semester of student teaching. The EPP has already begun to determine where more instruction in classroom management can occur. This discussion will be continued into Fall 2023. Additionally, the EPP already requires its completers to attend professional development events during its field experience and clinical experience courses. While this continues to be offered, the EPP will need to provide more instruction about where completers can find appropriate professional development for themselves so that they are prepared and confident in this area during their first years of teaching.

The EPP utilizes a disposition document that is used to address any concerns a professor may have with a student while at the university. During the 2021-2022 year, 14 instances occurred where a disposition was completed to address a dispositional concern. As this is approximately 5% of the School of Education population, this indicates that the majority of completers of the EPP demonstrate appropriate professional dispositions during their time in the university.

In the following charts, Charts J through N, the data from above are disaggregated by professional program to determine if there are differences among the programs.

Chart J provides the survey response data for the Art Education completer (N=1).

Chart J

Chart J indicates the survey responses for the one Art Education completer who responded to the survey. As the chart indicates, the Art Education completer scored all items from this section with “Strongly Agree,” the highest score available. This indicates that the completer felt confident in their own effectiveness in applying professional knowledge and skills and in their own dispositional professionalism. Having only one responder in this program is very limiting to make any valid analysis for program evaluation; thus, the EPP will continue to collect data in upcoming years to evaluate the effectiveness of the Art Education program.

Over the course of the 2021-2022 school year, only one Art Education major received a dispositional meeting over a concern. This indicates that the majority of Art Education majors are demonstrating appropriate professional dispositions.

Chart K provides the survey responses for Elementary Education completers (N=4).

Chart K

According to Chart K, there were 5 of the 16 items that had a weighted average below 2.0. The remaining 11 had weighted averages ranging from 2.0 to 2.5. The highest averages were the following items with a weighted average each of 2.5:

* Developing and managing a collaborative classroom in which all students have ownership (2.5)
* Creating opportunities for learners to develop diverse social and cultural perspectives
* Examining data to understand each learner’s progress and learning needs
* Developing flexible learning environments that foster discovery, exploration, and expression
* Using a variety of diagnostic, formative, and summative assessments to assess and address learner needs
* Using a variety of evidence-based practices to differentiate and support learning
* Using a variety of instructional strategies to support learners’ communication through speaking, listening, reading, and writing

The above items demonstrate that the EPP has done well to provide completers with the ability to apply professional knowledge, skills, and dispositions through utilizing best practices geared toward all learners, as well as using data to inform instruction. There were 5 items that demonstrate that Elementary Education completers were less confident in other areas. These include the following, with weighted averages provided in parentheses:

* Planning instruction incorporating the basic theories of student development appropriate to their students (1.75)
* Delivering instruction incorporating the basic theories of student development appropriate to their students (1.75)
* Implementing effective classroom management strategies and procedures in all school areas (1.0)
* Seeking professional development opportunities to further develop their practice (1.75)
* Contributing to positive changes in practice and advancing the teaching profession (1.75)

These areas demonstrate a need for the EPP to identify where more instruction can be provided in understanding the theories specifically associated with elementary-age students and using these to plan instruction. As well, the data indicate that classroom management continues to be a concern for first-year Elementary Education completers. As this concern is one associated with many of the completers overall, the EPP plans to incorporate more instruction and authentic practice in classroom management during field experiences prior to student teaching, as the student teaching semester is currently the main point when classroom management strategies are taught. These data indicate that providing these strategies at multiple times in the curriculum could better support first-year teachers. Finally, the data indicate that the EPP should provide more support in helping its completers learn how to find for themselves useful professional development, as well as how to be advocates for the profession. This has begun this year with the incorporation of a workshop for the student teachers on advocating for the profession.

Over the course of the 2021-2022 school year, only three Elementary Education majors received a dispositional meeting over a concern. This indicates that the majority of Elementar Education majors are demonstrating appropriate professional dispositions.

Chart L provides survey responses for Early Childhood Education completers (N=5).

Chart L

In Chart L, the data indicate that overall Early Childhood Education completers demonstrated confidence in their ability to apply professional knowledge, skills, and dispositions. Of the 16 items, only 1 had a weighted average below a 2.0 average. The highest scoring items, with weighted averages of 2.4, were the following:

* Recognizing the basic developmental levels (cognitive, social, emotional, and physical) appropriate to their students
* Developing flexible learning environments that foster discovery, exploration, and expression
* Using a variety of diagnostic, formative, and summative assessments to assess and address learner needs
* Working collaboratively with colleagues and other professionals
* Understanding, upholding, and following professional ethics, policies, and legal codes of conduct
* Contributing to positive changes in practice and advancing the teaching profession

Most of the items listed above mirror those that both Art Education and Elementary Education data for those with the highest weighted averages. Two additions (1 and 16) were unique to Early Childhood Education. These indicate that Early Childhood Education completers had confidence in their ability to recognize the developmental levels of their students and in their ability to contribute to positive changes in the teaching profession. As Elementary Education had the latter as one where they felt less confident, the EPP will have discussions between the two program coordinators to determine why this difference may be and what Elementary Education could utilize to bolster this area.

There was one item that had a lower weighted average. Early Childhood Education completers scored their ability to use a variety of evidence-based practices to differentiate and support learning lower, with the weighted average of 1.6. This item was a higher score for Elementary Education completers. Thus, the EPP should also look at how the Elementary Education program addresses this within its program and see how this can be replicated in the Early Childhood Education program.

Over the course of the 2021-2022 school year, seven Early Childhood Education majors received a dispositional meeting over a concern. This indicates that, although the majority of Early Childhood Education majors are demonstrating appropriate professional dispositions, there are more in this program that have demonstrated a concern than other programs. The EPP will discuss these differences in both the undergraduate committee and the dispositions committee.

Chart M provides the data for the Secondary Mathematics completer (N=1).

Chart M

As Chart M shows, the one Secondary Mathematics completer demonstrated their ability to be effective in applying professional knowledge, skills, and dispositions in agreeing with all item statements. While the completer did not select the highest score of “Strongly Agree,” the score of “Agree” demonstrates that the completer identifies their own effectiveness. As there was only one completer for Secondary Mathematics, the EPP will continue to monitor the program to ensure that there are no negative changes to this.

Over the course of the 2021-2022 school year, only one Secondary Mathematics major received a dispositional meeting over a concern. This indicates that the majority of Secondary Mathematics majors are demonstrating appropriate professional dispositions.

Chart N provides data for the MAT-LD program completers (N=5) who took the survey.

Chart N

Chart N indicates that overall MAT-LD completers were confident in their effectiveness in applying professional knowledge, skills, and dispositions. While all items in this part of the survey did have one completer that scored the item as “Strongly Disagree,” 80% of the completers scored each item at “Agree” or “Strongly Agree.” There were 4 items that had a weighted average of 2.2. They are as follows:

* Creating opportunities for learners to develop diverse social and cultural perspectives
* Using a variety of diagnostic, formative, and summative assessment practice and to assess learner needs
* Using a variety of instructional strategies to support learners’ communication through speaking, listening, reading, and writing
* Understanding, upholding, and following professional ethics, policies, and legal codes of conduct

These four items are also scored higher for at least three of the other programs. There was one item that scored lower than 2.0, indicating that the EPP has an area to address in the MAT-LD program. The MAT-LD completers indicated they were less confident in their effectiveness to seek professional development opportunities to further develop their practice, with a weighted average of 1.8 for this item. This was the same item that had a lower weighted average for Elementary Education completers. The EPP will look at how it teaches its MAT-LD completers to find useful professional development for themselves.

Over the course of the 2021-2022 school year, there were zero MAT-LD majors who received a dispositional meeting over a concern. This indicates that the MAT-LD majors are demonstrating appropriate professional dispositions.

To determine if there are statistical differences among the programs in terms of weighted averages for the 16 items from the Completer Survey, the EPP completed a one-way ANOVA test: F(4)=53.00181, p==4E-21, which means there is a statistical difference among the programs’ responses. This was confirmed through the completion of a Kruska-Wallis test: :  χ 2(4)=43.9723, p<.00001. As such, these data provide evidence for the need to continue discussions among programs about what is currently being practiced in the areas of strength for programs so that other EPP programs may adopt those practices.

Overall, the completers demonstrated that they are effective in applying professional knowledge, skills, and dispositions. There are areas to address that are common for all programs, as well as areas that are specific to a program. These areas will be discussed in the EPP’s undergraduate committee to determine where more instruction and practice with support can be added to curricula to better support the completers of its programs.