**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 35 surveys to 2022-2023 completers who are now (2023-2024) completing their first year of teaching. This yielded 13 responses, a 37.14% return rate. This provides a solid sample size of completers from 2022-2023. 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:

* Creating opportunities for students to learn, practice, and master academic language (2.62 average)
* Using academic language in a way that encourages learners to integrate content areas (2.62 average)
* Engaging learners in understanding, questioning, analyzing ideas, and content from diverse perspectives (2.58 average)
* Developing supports for literacy development across content areas (2.58 average)
* Using formative and summative data to adjust instruction to enhance learning (2.58 average)

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 to do the following:

* Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction (2.38 average)
* Plan and deliver instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of gifted students (2.46 average)
* 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 (2.25 average)

The first two components listed above had one completer who selected “disagree,” which caused the lower scores. For the third component listed above, three completers selected “disagree” and another one completer selected “not applicable.” These data points indicate a need to delve deeper to determine if there are programmatic changes needing to occur.

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. The revised lesson plan template has been rolled out gradually, beginning with the course where students first learn to lesson plan, in Fall 2023, then to students in methods and field experience courses in Spring 2024. The revised lesson plan will be used by student teachers and all other students in Fall 2024. As well, the EPP’s undergraduate committee, which constitutes program coordinators, the Director of Graduate Studies, and the Director of Student Teaching, is continuing 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, including those indicated above.

The overall weighted average for teacher impact on student growth and development, based on the survey, is 2.513, which indicates that the EPP does prepare effective teachers with strong self-efficacy. While, overall, the survey shows strong support of the EPP’s success in preparing effective teachers, the EPP will continue to monitor those components that had lower averages.

SurveyMonkey allows for the EPP to disaggregate data based on professional program. As two completers did not indicate their program, the disaggregated data has an N=11, rather than 13 as was provided when evaluating the EPP as a whole. In all, there were one Art Education, three Elementary Education, five Early Childhood Education, one Middle Level Education, and one Secondary English Education responders. Chart B through F provide the disaggregated data by professional program. There were no completers who returned the survey from Secondary Mathematics Secondary Biology and Secondary History, of which the latter two are relatively new programs to FMU. 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 2022-2023 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. Of the 15 items outlined on Page 1 of the report, 8 were marked as “Agree.” Two items were marked as “disagree”—planning and delivering differentiated instruction to gifted students and to English language learners. There were five items marked as “not applicable”. The included planning and delivering differentiated instruction for at-risk students, engaging learners in understanding, questioning, analyzing ideas, and content from diverse perspectives, developing supports for literacy development across content areas, seeking appropriate ways to integrate technology to support assessment practice and to assess learner needs, and using formative and summative data to adjust instruction to enhance learning. While these items were not negatively scored by the completer, it is important that the EPP looks at ways to ensure all content-specific teachers view these charges as appropriate for their programs as well.

Chart C

As Chart C indicates, there were 3 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. The following items earned an average of 2.67 on the 3-point scale by the 3 completers:

* 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
* 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
* 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
* Create opportunities for students to learn, practice, and master academic language
* Use academic language in a way that encourages learners to integrate content areas
* Develop supports for literacy development across content areas
* Seek appropriate ways to integrate technology to support assessment practice and to assess learner needs
* Align instructional goals and activities with state and district performance standards
* Use ongoing analysis and reflection to improve planning and practice

There were areas where Elementary Education completers did not feel as strong. Elementary Education completers averaged a lower score for “understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction” and “plan and deliver differentiated instruction…to meet the diverse learning needs of English language learners.” The first item only had one completer scoring the item at the “Disagree” level for all programs, which came from one Elementary Education completer. The second item had one Elementary Education completer rating the item as “Disagree.” When looking at the data set for all programs, two other completers from other programs also rated this item as “Disagree.” The EPP has addressed this concern by restructuring the EPP’s lesson plan template to be more inclusive and allow for greater differentiation. While the EPP does have areas for growth, the overall weighted average for Elementary Education completers’ scores on the 15 items was 2.535, 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 all items on the survey except for one. Each of the 14 remaining items scored an average of 2.6 on the 3-point scale. The only item that did not earn this average was “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.” For this item, one completer rated the item with “Disagree,” while another completer rated the item as “Not Applicable.” As this item was one that had multiple completers rating it below the “Agree” level, the EPP has taken steps to better support its completers by restructuring the lesson plan template to allow for more differentiation in instructional practices to include working with students who are English language learners.

Although the EPP does have an area for growth, the overall weighted average for Early Childhood Education completers’ scores on the 15 items was 2.56, demonstrating a positive impact on student growth and development.

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

Chart E

Overall, the completer selected “Agree” to all 15 of the items on the survey. This demonstrates that the completer feels confident in their impact on P-12 student growth and development. The EPP has sunsetted its Middle Level Education program due to low enrollment with the final student to complete the program in Fall 2024.

Chart F provides the impact of the Secondary English Education, N=1, for P-12 student growth and development.

Chart F

Overall, the completer scored all of the items from the survey with “Strongly Agree” or “Agree.” The completer demonstrated elevated confidence in the following areas by selecting “Strongly Agree”:

* Creating opportunities for student to learn, practice, and master academic language
* Using academic language in a way that encourages learners to integrate content areas
* Utilizing strategies to crate learning environments which engage students in individual and collaborative learning
* Engaging learners in understanding, questioning, analyzing ideas, and content from diverse perspectives

While these were the higher rated items, all items received a positive rating of “Agree” or higher.

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 planning for and working with English language learners. Individual programs had other topics to consider as well, including understanding differences and diverse cultures impact on student learning and classroom environments and using that information to design and deliver instruction, and planning and delivering differentiated instruction for gifted students. While the EPP has already revised 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)=52.47552, p=.00001. This demonstrates there was a statistically significant difference among the programs’ responses. A Kruskal-Wallis test was also utilized to ensure results:  H(4)=46.9592, p=0.00001. 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. While 13 completers completed the survey, only 11 indicated the program they completed. Chart 5 indicates each program and its results, along with the two completers categorized as “Program Not Indicated.”

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 Middle Level Education that stated 51% to 75% would be promoted to the next grade level. As well, of the two completers who did not indicate a program, one completer stated they believed 76%-100% of their students would advance to the next grade level, while the other completer stated they believed that 51%-75% of their students would advance.

**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, and district unit tests. 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 (all 5) stating that they expected 76% to 100% of their students to grow based on tests utilized. The Middle Level Education and Elementary Education 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. The remaining two completers for Elementary Education provided that they estimated 51-75% of their students showed growth on the standardized tests. The Secondary English and Art Education completers both stated that they expected 51% to 75% of their students to 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 large number 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 continue to 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 2022-2023 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 16 items 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.

* Use a variety of evidence-based practices to differentiate and support learning (2.58)
* Understand, uphold, and follow professional ethics, policies, and legal codes of conduct (2.54)
* Contribute to positive changes in practice and advance the teaching profession (2.54)
* Create opportunities for learners to develop diverse social and cultural perspectives (2.54)
* Use a variety of diagnostic, formative, and summative assessments to assess and address learner needs (2.54)

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 confident in using best practices to differentiate instruction.. This demonstrates that the EPP is doing well in teaching its students to evaluate the instructional strategies to find those that would best support their diverse learners. Second, the evidence indicates that the EPP has done well communicating with its students the importance in knowing and following the policies and codes of conduct provided by their school district and the state. Third, the EPP has been successful in teaching its students the importance of exposing their charges to diverse perspectives. Finally, the completers indicate their ability to utilize a variety of assessments to determine their students’ needs. These items indicate that the EPP’s completers feel confident in applying their professional knowledge, skills, and dispositions.

While all of the averages for the 16 items in this section were above the 2.0 (Average) designation, 1 subsection and 3 completers who marked “Disagree” as one of their responses. This was for the item “Implement effective classroom management strategies and procedures in all school areas.” Classroom management tends to be an area that many new teachers struggle with. As such, the EPP’s undergraduate committee has been in discussion of restructuring the classroom management course typically taken during student teaching so that components of it are offered earlier in the program. This would allow the students to build on knowledge from course to course regarding classroom management.

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 did not complete Item 12. For eight items, the completer indicated they agreed with the statement but disagreed for the statement “Implement effective classroom management strategies and procedures in all school areas.” The remaining 7 items were scored as “Not Applicable.” While “Not Applicable” is not seen as a negative score, it is important for the EPP to address how all of these skills and dispositions are cross-curricular. 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.

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

Chart K

According to Chart K, there were no items that averaged below 2.0.. The highest averages were the following items with a weighted average each of 2.67:

* Use a variety of diagnostic, formative, and summative assessments to assess and address learner needs
* Understand, uphold, and follow professional ethics, policies, and legal codes of conduct
* Contribute to positive changes in practice and advance the teaching profession

The above items demonstrate that the EPP has done well to provide completers with the ability to apply professional knowledge, skills, and dispositions. These items demonstrate that Elementary Education completers are able to utilize assessments effectively, demonstrate professional ethics, and affect change in the profession.

While all items averaged above the Agree (2.0) level, there was one item that had one completer scoring it at the “Disagree” level. “This was Item #8: Examine data to understand each learner’s progress and learning needs.” As this was only one completer who disagreed with the statement out of 3 completers who were surveyed, it is difficult to make a full judgment on the ability. Nevertheless, the EPP continues to examine its curricula to ensure all completers are able to utilize data to inform instruction for individual learners.

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, none had a weighted average below a 2.0 average. In fact, all but one item had an average of 2.6. The one indicator with a lower average was Item #5: “Implement effective classroom management strategies and procedures in all school areas.” This was the item with the highest number of completers, overall, rating the item as “Disagree.” As stated previously, the EPP is working on how it can offer classroom management strategies earlier in each program.

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

Chart M

As Chart M shows, the one Middle Level Education 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 Middle Level Education, the EPP will continue to monitor the program to ensure that there are no negative changes to this for the remaining completers of the program before it is completely sunsetted.

Chart N provides data for the Secondary English (N=1) who took the survey.

Chart N

Chart N indicates that overall the Secondary English completer was confident in their effectiveness in applying professional knowledge, skills, and dispositions. All items in this section were marked as “Agree” or “Strongly Agree,” except for Item #14: “Work collaboratively with colleagues and other professionals.” While the EPP is aware of the limitations to the low number of completers from this program, the EPP will continue to monitor this item and address the concern through more practice during field and clinical experiences in collaborating with ones’ peers and colleagues.

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.