



## CAEP Accountability Measure 1 Summary

### Completer Effectiveness – Impact on P-12 Learning and Development (Component R4.1):

The number of completers who have completed the Elementary Teacher Education Program for the following three academic years (2019-2020, 2020-2021, 2021-2022) is small (5 graduates) – resulting in limited and restricted data. The first-year completers' data cannot be shared as one completer is teaching in a grade-level that is not recognized as completed level – teaching in a grade level not prepared in (7<sup>th</sup> Math and Social Studies) and the location and employment status of the second completer is unknown.

Invitations were sent to completers in their 3<sup>rd</sup> and 2<sup>nd</sup> year of teaching to attend a focus group session to discuss their impact on P-12 learning and development. Two of the three completers attended the focus group session.

Both completers shared classroom data that identified growth and learning occurring in their classroom. The units that were taught varied in grade-level, content, and skills. Listed below are the classrooms' average for the pre- and post-test.

Class Averages	Pre-Test	Post-Test	Change
Completer A	5%	95%	90%
Completer B	40%	77%	37%
Overall Average	22.5%	86%	63.5%

During the focus session, completers freely discussed areas of success and improvement. They each felt well-prepared in the content they were teaching and were utilizing key instructional strategies that met the needs of their learners. Their classroom management strategies were also blooming as they began to recognize the strategies that worked well and had the flexibility to try new methods. Each completer highlighted specific items that could be added or emphasized in the program. They also recommended that we provide more practice opportunities for situational scenarios within coursework. At the end of the focus session, they both expressed their plans for summer learning opportunities and were looking forward to the next academic school year.

### Analysis of the Impact Data and Focus Session:

The EPP acknowledges the preparation of completers and their ability to implement their learning in the classroom environment. The data and focus session provide evidence of the completers' impacting in the learning and development of P-12 learners. Overall, the completers are exhibiting sound teaching skills and they are being retained for another academic school year. The EPP has also gained immeasurable data from the focus session and will continue with this practice as the number of completers continues to remain low.