

Measure 1: Completer Impact Effectiveness (R4.1) - Summary

During the 2024–2025 academic year, the Elementary Teacher Education Program (EPP) graduated five teacher candidates. Of these completers:

- Three are currently employed as lead classroom teachers in elementary schools.
- One is enrolled in graduate school.
- One is taking a planned year away from professional practice.

Additionally, two completers from the 2023–2024 academic year are currently employed as lead classroom teachers in elementary schools. Due to the small number of completers from the previous academic year, these individuals were included in the current data collection efforts to strengthen the analysis of completer impact.

Data Collection and Response Rate

A total of five lead classroom teachers (three from 2024–2025 and two from 2023–2024) were contacted via email and asked to submit pre-test and post-test data from an instructional unit taught during the academic year.

After multiple follow-up requests, the EPP received completed data submissions from three of the five teachers. These completers also participated in a focus group session to provide qualitative insights into their instructional practices and student learning outcomes.

Impact on Student Learning

The table below summarizes the aggregated data reported by participating completers:

| <i>Completer</i> | <i>Number of Students Impacted</i> | <i>Pre-Test Average</i> | <i>Post-Test Average</i> | <i>Percentage of Change</i> |
|------------------------|------------------------------------|-------------------------|--------------------------|-----------------------------|
| <i>Completer A</i> | 22 | 36% | 70% | 34% |
| <i>Completer B</i> | 21 | 53.33% | 71.2% | 17.8% |
| <i>Completer C</i> | 23 | 56% | 77% | 21% |
| Overall Average | 66 | 48.44% | 72.73% | 24.26% |

Key Findings

- A total of 66 P–12 students were impacted across the three reporting classrooms from different grade levels.
- The overall increase in student performance from pre-test to post-test was 24.26 percentage points.

- All reporting completers demonstrated measurable gains in student learning within their instructional units.

Focus Group Insights

The focus group session provided valuable qualitative data regarding instructional practices and professional growth. Key themes that emerged include:

- **Differentiation:** Completers emphasized the importance of tailoring instruction to meet diverse student needs, including both enrichment and intervention strategies.
- **Responsive Teaching:** Teachers actively monitored student progress and adjusted instruction based on formative observations and student performance.
- **Instructional Resources:** The use of visual representations, models, and manipulatives was identified as essential in supporting student understanding.
- **Conceptual Understanding:** Completers highlighted a shift from emphasizing procedural tasks to fostering deep conceptual understanding of content.
- **Assessment Practices:** Participants noted the importance of using a variety of assessment strategies to gain a more comprehensive understanding of student learning and growth.

Analysis and Program Implications

The EPP affirms that program completers are effectively prepared to plan, implement, monitor, adjust, and reflect on instruction in ways that positively impact P–12 student learning.

The combination of quantitative data and qualitative feedback provides strong evidence of completer effectiveness, including:

- Demonstrated ability to produce measurable student learning gains
- Application of research-based instructional strategies
- Use of data-informed decision-making in classroom practice

Furthermore, the continued employment of completers as lead classroom teachers into subsequent academic years reflects positive retention and employer confidence in program graduates.

The EPP will use insights from both the data and focus group discussions to inform continuous improvement efforts, particularly in the areas of differentiation, assessment literacy, and instructional design.