

## **CAEP Annual Measure 1: Impact on P-12 Learning and Development (Component 4.1)**

As Andrews University's program completers work in both parochial and public schools, we define Impact on P-12 Learning on the basis of two different data sources. For completers employed in Seventh-day Adventist schools, we use results from the annual administration of the Iowa Test of Basic Skills, as it represents a shared assessment tool used in almost all Adventist schools in Canada and the United States.

For completers employed in Michigan public schools, the logical data to report would be student scores on the statewide M-STEP assessment. However, that data is not currently released to TPP at universities. Therefore, as a proxy for our completers' Impact on P-12 Learning, we use data from Michigan Department of Education's (MDE) educator effectiveness report. We receive this report annually in early April. The report lists "effectiveness labels" for each of our completers by the school years they worked at a specific school. These labels were assigned by an administrator at the school. The labels include four levels: Ineffective, Minimally Effective, Effective, and Highly Effective. The Target set by the TPP faculty at Andrews University is for at least 80% of our program's completers to be rated Effective or Highly Effective by their third year of teaching.

### **Impact on P-12 Learning and Development Results.**

The impact of COVID-19 on the Adventist school system in North America prevented us from collecting the ITBS data for analysis in this report. System superintendents, principals, and teachers were simply too overwhelmed with all the adjustments needed to move the system to distance-learning mode. Additionally, the Adventist schools in North America are officially moving away from the use of ITBS and are adopting MAP testing, which will be administered at three points across the school year. This testing program shift should provide much more powerful data for classroom teachers in making instructional decisions and adjustments. Once a seamless mechanism is established for providing these data to the system's multiple Teacher Preparation Programs, we should have a much more accurate picture of our completers' impact on P-12 learning and development.

The data we received from MDE was collected at the end of the 2018-2019 school year and thus was not affected by the COVID-19 pandemic. The report included Effectiveness Ratings of 13 Andrews University completers, 12 of who were still employed in Michigan public schools at the end of year (EOY) 2019. Of the 13 completers, 12 (92.3%) were rated Effective or Highly Effective in their last assessment. Of the 6 teachers with three or more years of public school teaching experience, 6 (100%) were rated Effective or Highly Effective. This exceeds the department's target of 80%.

### **Interpretation of Impact on P-12 Learning and Development Results.**

Data from MDE indicates we met our department goal of at least 80% of program completers being rated as Effective or Highly Effective by the third year of employment. We want to watch the progress of a recent completer with fewer than three years of teaching experience who received a rating below Effective. The TPP faculty will reach out to this completer to see if we can provide any on-going support to scaffold their learning and development in the P-12 classroom.