

CAEP Annual Report

Accountability Measures

April 29, 2022

The 2020-2021 CAEP Accountability Measures for Initial and Advanced programs in the CEIS at AU are:

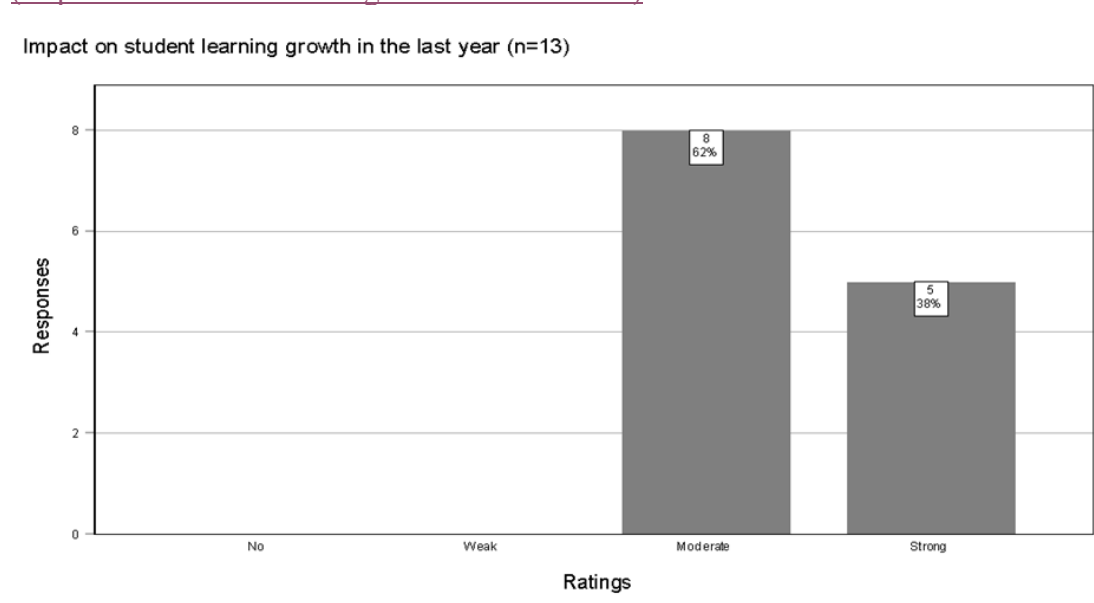
Measure 1 (Initial): Completer effectiveness (R4.1)

The TPP Initial program measured completer impact contributing to P-12 student learning growth and program completer effectiveness in applying professional knowledge, skills, and dispositions in a TPP-designed survey using closed-ended question items (Appendix A: Initial Program Impact Surveys). The survey was emailed to both completers and employers of completers who completed the TPP initial program within the years 2018-2020.

Completer Rating of Effectiveness

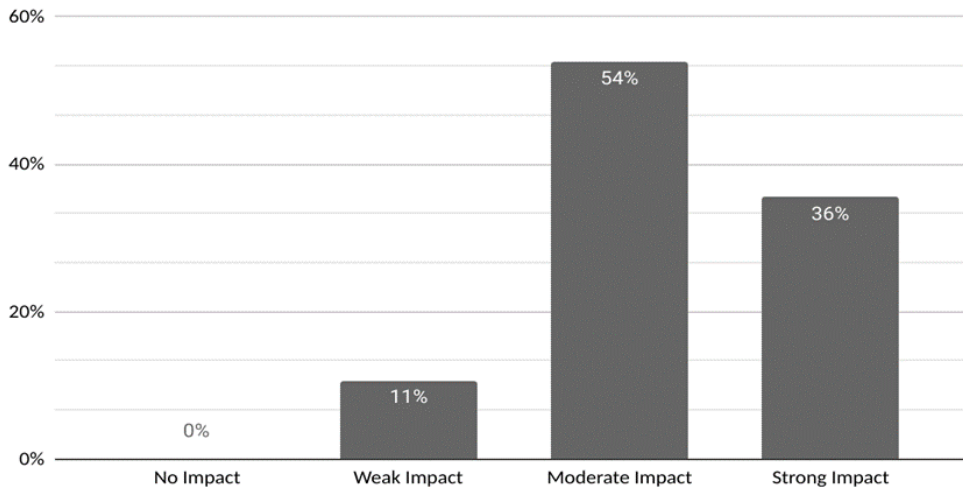
Completer self-reports show high levels of effectiveness in all areas of practice.

Completers (n=13) rated their impact as either strong (38%) and moderate (62%). [Figure R4.1a \(Impact on Student Learning Growth 2020-2021\)](#)



The vast majority of completers (90%), self-ratings across all areas were strong and moderate. [Figure R4.1b \(Percentage of Completer Rating\)](#)

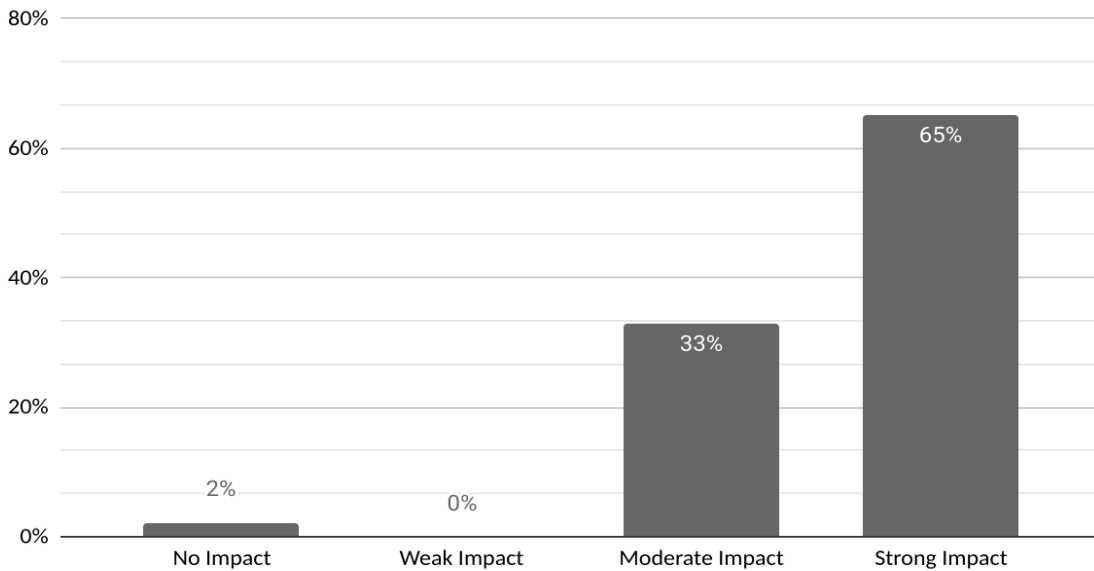
Percentage of completer ratings across 13 areas of contribution to student learning growth



Employer Rating of Completer Effectiveness

Ninety percent (93%) of Employers (N=14) rated completers' impact as either strong (79%) or moderate (14%). Similarly, ninety percent (98%) of employer ratings of completer professional skill, knowledge and disposition across all areas reflect very high levels of effectiveness. [Figure R4.1c \(Percent of Employer Rating\)](#)

Percent of employer rating of completer application of professional knowledge, skills, and dispositions



In one area, collaboration with families, completer ratings were evenly spread across strong (33%), moderate (33%), and weak (33%). Similarly, employer ratings of teacher effectiveness in the areas of collaboration with families, engagement in professional development, and application of knowledge of diverse cultures were lower than other areas ([Appendix A: Initial Program Impact Surveys](#)). To strengthen the areas that were not rated as high, the TPP is instituting courses, EDTE 400 - Partnering with Families and Communities and EDTE 390 - Cultural and Linguistic Diversity, in a new PK-6 program that began in Fall 2021. Additionally,

the new program integrates “core teaching practices” developed by the Michigan Department of Education. The TPP views those core practices as providing a foundation for completer’s ongoing professional development.

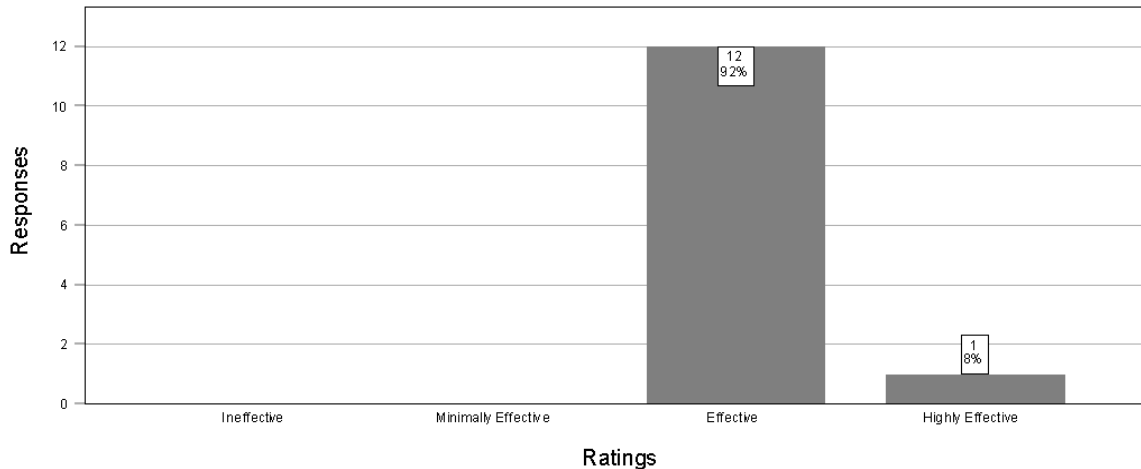
As part of the capstone during the internship, candidates are to communicate to parents. The communications involve a personal introduction and goals for learning and teaching. Prior to the start of the capstone unit plan, candidates communicate again with parents describing goals, activities, and potential learning outcomes. The candidates communicate a final letter to the parents’ expressing gratitude for the opportunity to engage with the students and be part of the community. At the conclusion of the internship, candidates reflect on the transition from candidate to beginning teacher, how the program assisted in being a world changer, and how candidates plan to be world changers in the first year of employment. Candidates are also asked to reflect on plans to partner with others to make change for themselves and their community.

Overall Effectiveness Ratings by Initial Program Completers

A large majority of completers rated themselves effective (92%). [Figure R4.1d \(Completer Self-Rating\)](#)

Based on reflective practice and direct measures of your students’ learning, how would you rate yourself as a teacher?

(Examples of direct measures of student learning include items such as: NWEA MAP Growth, Iowa Test of Basic Skills, State Proficiency Assessments, Competency-based measures, Student-Study Team Reports.) (n=13)

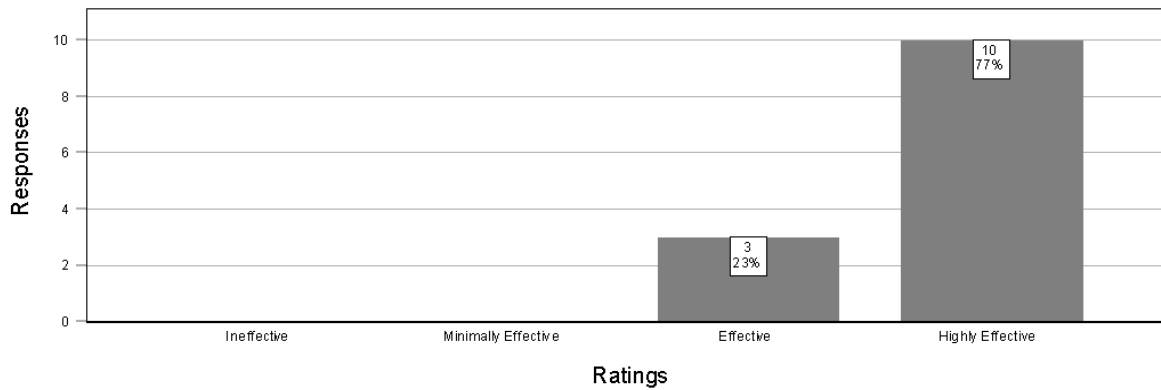


Overall Effectiveness Ratings by Employers of Program Completers

Overall, employers rated initial program completers as highly effective. Employers (n=13) rated TPP initial program completers highly effective (77%) and effective (23%). [Figure R4.1e \(Completer Employer Rating\)](#)

Based on multiple classroom observations and direct measures of their students' learning, how would you rate this teacher?

(Examples of direct measures of student learning include items such as: NWEA MAP Growth, Iowa Test of Basic Skills, State Proficiency Assessments, Competency-based measures, Student-Study Team Reports.) (n=13)*



*Respondents to the survey were N=14. One respondent did not provide a rating for this question on teacher effectiveness.