

CAEP Annual Report 2023

CAEP Accountability Measures 2021-2022

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

Initial Program Completer Effectiveness

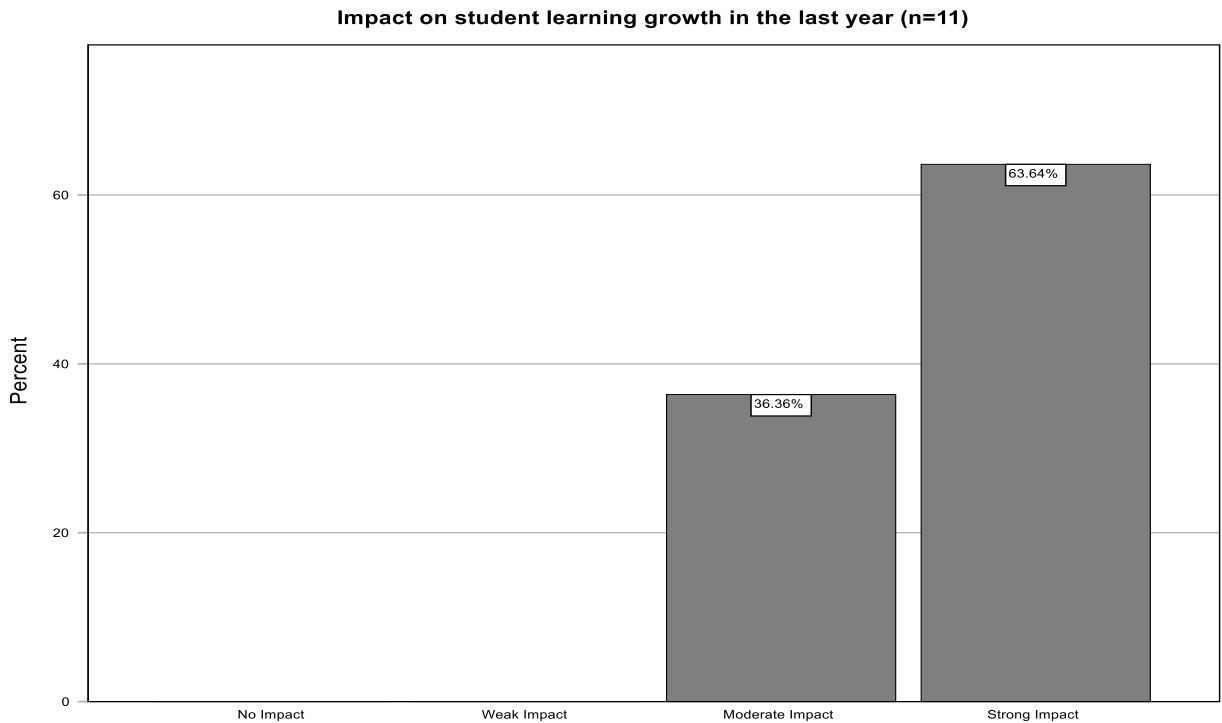
The TPP Initial program measured initial completer impact on contributing to P-12 student learning growth and initial program completer effectiveness in applying professional knowledge, skills, and dispositions in a TPP-designed survey using closed-ended question items (Appendix A). The survey was emailed to both completers and employers of completers who completed the TPP initial program within the years 2018-2022.

Overall Effectiveness Ratings by Employers of Program Completers

Employers (n=11) rated most TPP initial program completers as having strong impact (64%) on student learning growth.

Figure R4.1a

Employer Rating of Completer Impact on Student Learning Growth



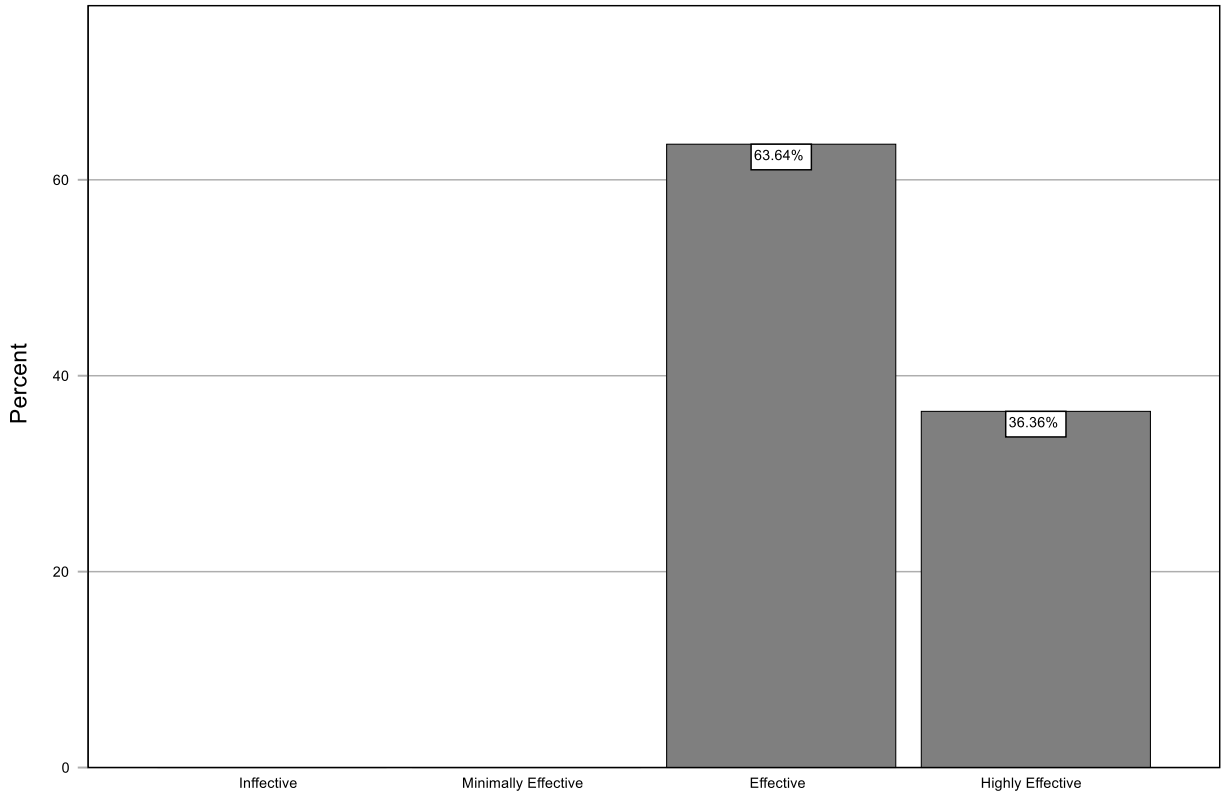
Both employer and completer reports show high levels of effectiveness. Based on multiple classroom observations and direct measures of students' learning, employers rated TPP initial program completers as effective (64%) and highly effective (36%). Examples of direct measures

of student learning include items such as: NWEA MAP Growth, Iowa Test of Basic Skills, State Proficiency Assessments, Competency-based measures, and Student-Study Team reports.

Figure R4.1b

Employer Rating of Completer Effectiveness

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=11)

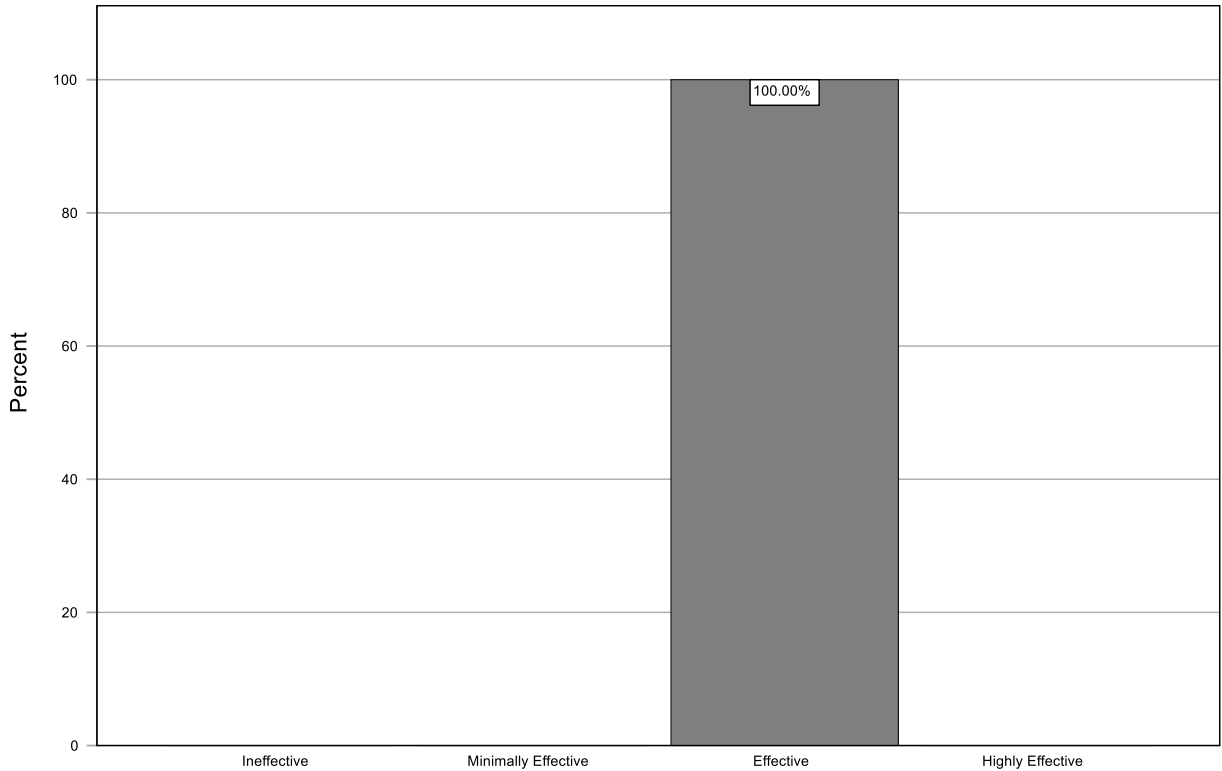


Based on multiple classroom observations and direct measures of student learning, completers rated themselves as effective (100%).

Figure R4.1c

Completer Rating of Their Effectiveness

Based on multiple classroom observations and direct measures of your students' learning, how would you rate your effectiveness? (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=3)

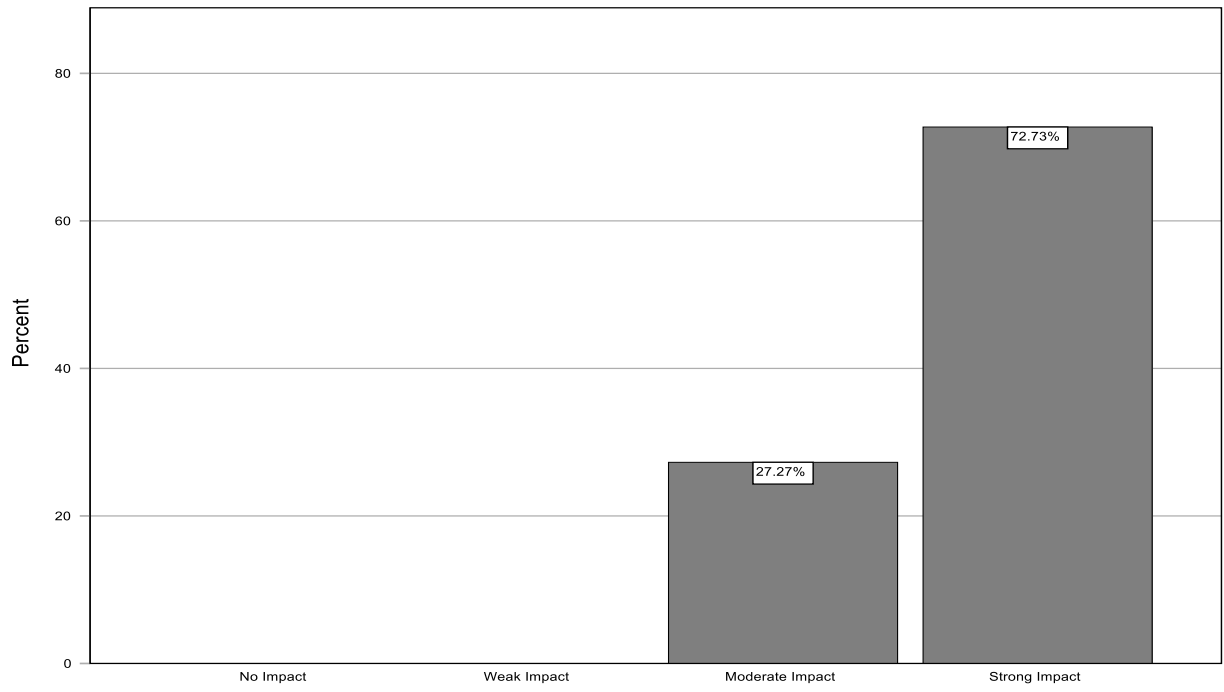


Both employers and completers rated collaboration with learners and implementation of content knowledge as having generally strong impact (67% or above) R4.1e. Employers rated completer collaboration with learners as having strong impact (73%) R4.1d.

Figure R4.1d

Employer Rating of Completer Collaboration with Learners

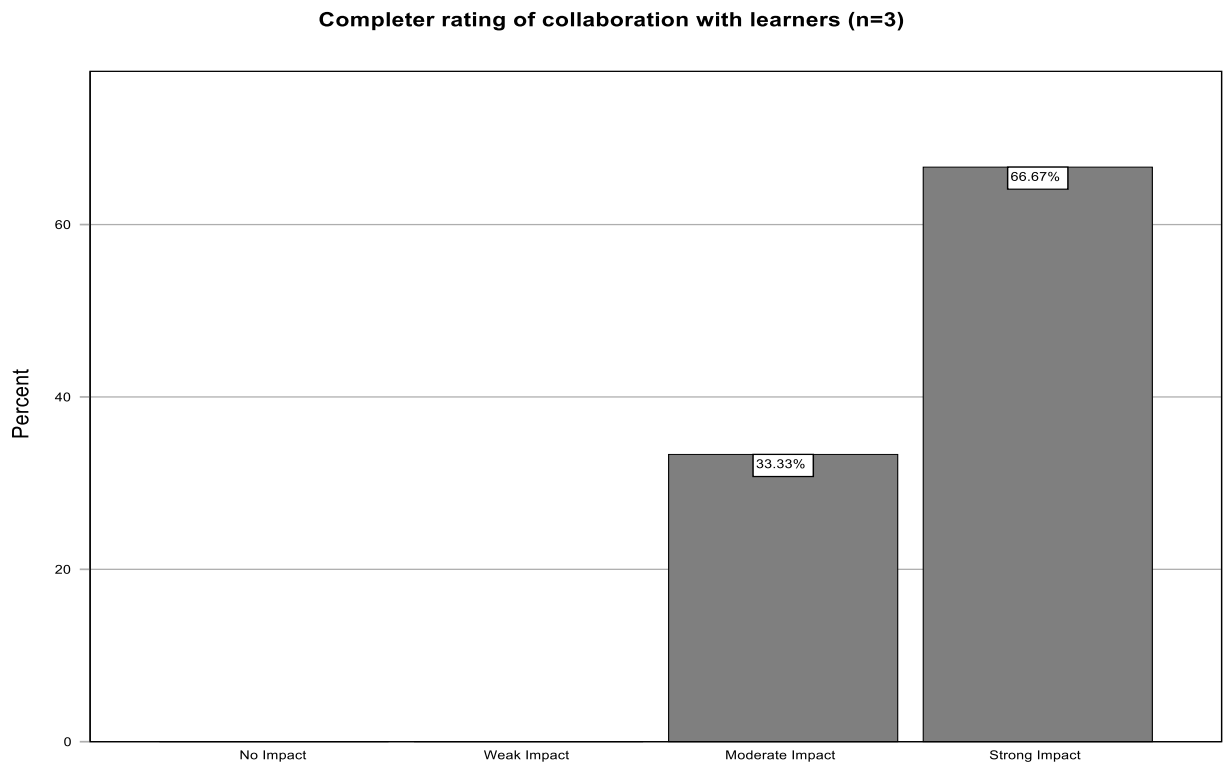
Employer rating of completer collaboration with learners (n=11)



Completers rated their collaboration with learners as having a strong impact (67%).

Figure R4.1.e

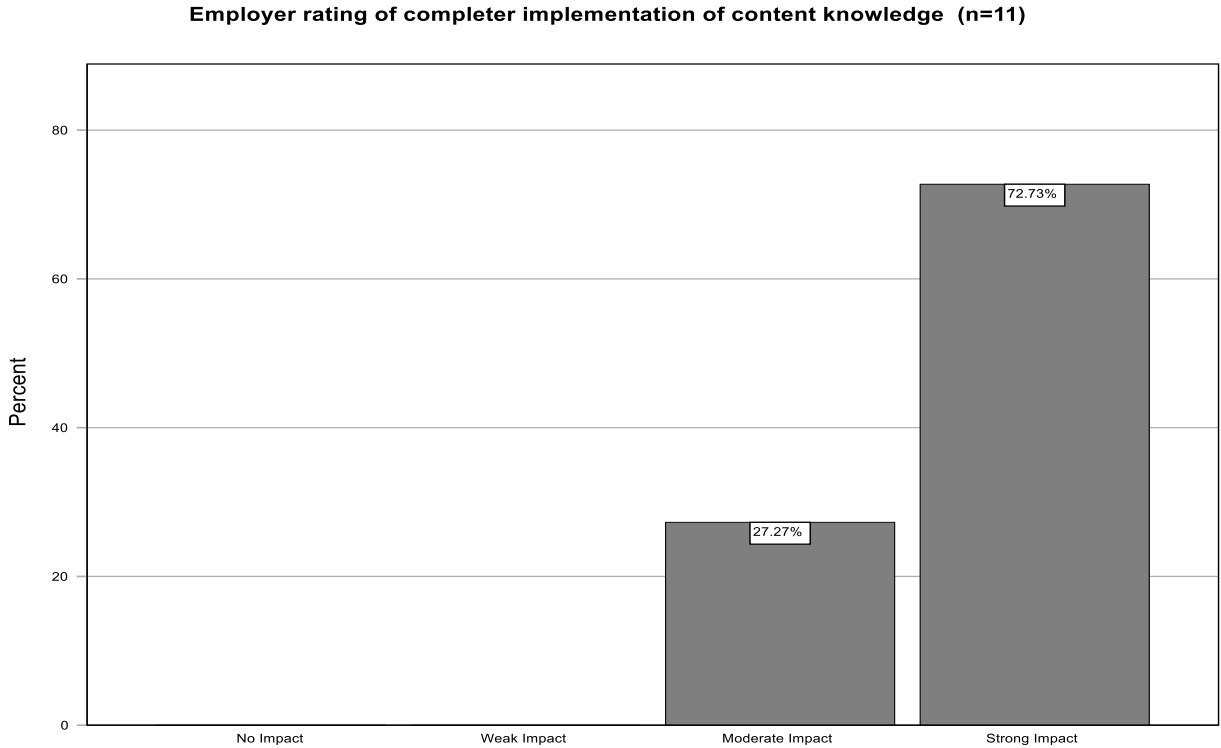
Completer Rating of Their Collaboration with Learners



Employers rated completer implementation of content knowledge as having strong impact (73%)

Figure R4.1f

Employer Rating of Completer Implementation of Content Knowledge



Completers rated their implementation of content knowledge as having a strong impact (67%).

Figure R4.1g

Completer Rating of Their Implementation of Content Knowledge

