

**CAEP Annual Report 2025**  
**Academic Year**  
**2023-2024**

**CAEP Annual Accountability Measures**  
**2025 Report (2023-2024 Cycle)**

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

In 2024-2025, TPP used qualitative data via interviews as a data collection method to measure 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 interview protocol using open-ended questions. Both completers and employers of completers who completed the TPP initial program within the years 2018-2024 were invited to participate in the interviews.

In previous cycles a survey was used to measure program impact and teacher effectiveness. The survey instrument was designed to provide measures for CAEP Standard 4 and to provide the TPP with an instrument that would inform continuous improvement.

Most completers are employed in private schools or parochial schools. Thus, the TPP does not have access to state assessment results/employer satisfaction data. The majority of completers are employed in the North American Division of Seventh-day Adventist (NAD) school system.

The TPP has designed their own survey instruments to facilitate measurement and reporting on CAEP Standard 4. Both completers and employers responded to closed-ended questions that asked them to rate their impact in contributions to P-12 student learning growth. Completers and employers were asked to rate impact in 13 specific areas of professional knowledge, skill and disposition aligned to InTASC Core Teaching Standards to demonstrate completer effectiveness.

The interviews were added as a method to enhance the understanding provided by the previous survey method employed by the TPP. In the future, the TPP will continue to distribute two surveys (collect data) to measure program impact and teacher effectiveness: one for program completers and one for employers of completers. And the TPP will also periodically conduct interviews to enhance the understanding provided by survey data.

Four individuals participated in the interviews: two completers and two employers. For anonymity, the participants are described as Completer A, Completer B, Employer A, and Employer B. Each interview was conducted separately. With respect to completer effectiveness, completers were asked: "Do you feel that your teaching is effective?" And employers were asked: "Do you feel [Completer Name]'s teaching is effective?"

Responses were collected and analyzed for themes that correspond to CAEP and InTASC Core Teaching Standards. Themes emerged in which participants discussed completer effectiveness in seven standard areas:

1. CAEP 4.1b, InTASC 1 - Application of knowledge of learner development
2. CAEP 4.1b, InTASC 2 - Application of knowledge of learner differences

3. CAEP 4.1b, InTASC 10 - Collaboration with families
4. CAEP 4.1b, InTASC 10 - Collaboration with learners
5. CAEP 4.1b, InTASC 10 - Collaboration with professional colleagues
6. CAEP 4.1b, InTASC 3 - Creation of effective learning environments
7. CAEP 4.1b, InTASC 9 - Reflective adaptation of practice to meet the needs of learners

Table R4.1a below provides themes and sampled responses that illustrate ways in which completers and employers describe effectiveness in each standard area.

Table R4.1a

*Completer Effectiveness Themes with Sampled Responses*

Standard	Description	Response
CAEP 4.1b, InTASC 1	Application of knowledge of learner development	Completer B: "[There are] outside factors that influence effectiveness..." Outside factors are the "main influence" on whether my teaching is effective.  Completer B: Some students did not [do well] because they "practice the concept, watch the video, take notes..."[However], some students "excel because they do those things."
CAEP 4.1b, InTASC 2	Application of knowledge of learner differences	Employer A: Completer was effective because they were able to work with students who needed "more academic focus."  Employer A: Completer was also able to work with students for whom behavioral growth was necessary.
CAEP 4.1b, InTASC 10	Collaboration with families	Employer A: I give credit to [Completer] because "it is not always easy to work with or communicate with parents...with coaching, [Completer] will text or email parents. They will get on the phone with them and just let them know where [they are] with supporting [the students]."
CAEP 4.1b, InTASC 10	Collaboration with learners	Completer A: "...I think the way that I would measure effectiveness in my teaching would be in maybe two major categories: One is how I feel the relationship has been between me and my students and also...the growth that I am seeing...as I'm assessing them."  Employer B: "Students respect [Completer]."
CAEP 4.1b, InTASC 10	Collaboration with professional colleagues	Employer A: "[Completer] started working the process with our local district..." to work with students with special needs.
CAEP 4.1b, InTASC 3	Creation of effective learning environments	Employer B: [Completer] effectiveness, of course, in the classes that he was teaching, his... ability to keep and maintain...control in a classroom setting."
CAEP 4.1b, InTASC 9	Reflective adaptation of practice to meet the needs of learners	Completer A: "But as I'm, as I'm assessing them and as I'm seeing their...production on our [objectives]...I'm using that as...a good marker that shows I think I'm heading in the right direction."

Separately, completers and employers were asked about impact on student learning growth. Completers were asked: “Has your teaching impacted student learning growth?” And employers were asked: “Has [Completer Name]’s teaching impacted student learning growth?” Themes emerged in which participants discussed completer impact on student learning growth in nine standard areas:

1. CAEP 4.1b, InTASC 1- Application of knowledge of learner development
2. CAEP 4.1b, InTASC 2 - Application of knowledge of learner differences
3. CAEP 4.1b, InTASC 10 - Collaboration with learners
4. CAEP 4.1b, InTASC 10 - Collaboration with professional colleagues
5. CAEP 4.1b, InTASC 3 - Creation of effective learning environments
6. CAEP 4.1b, InTASC 8 - Implementation of a variety instructional strategies
7. CAEP 4.1b, InTASC 5 - Implementation of content knowledge
8. CAEP 4.1b, InTASC 6 - Use of multiple methods of assessment
9. InTASC 5, 8 - Use of instructional technology

Table R4.1b below provides themes and sampled responses that illustrate ways in which completers and employers describe impact on student learning growth in each standard area.

Table R4.1b

*Completer Impact on Student Learning Growth Themes with Sampled Responses*

Standard	Description	Response
CAEP 4.1b, InTASC 1	Application of knowledge of learner development	Completer B: “[I see learning growth] when I’m teaching the students and they are understanding the topic and practicing the topic,...whether it be English or science or math,...they grasp the basics and they’re able to apply it.”
CAEP 4.1b, InTASC 2	Application of knowledge of learner differences	Employer A: “And so we were impressed with [Completer] and felt that [completer] could take on [that class], which is very hard.  Employer A: So this has been a challenging year for [Completer]. And our [that class] needed... the social and emotional growth this year. And so we’ve seen growth...in those students this year.
CAEP 4.1b, InTASC 10	Collaboration with learners	Employer B: [Students] pay attention and...do what [the completer] is asking them to do.”  Employer B: Students intentionally choose completer’s classes. Students report, “I decided [to be in completer’s class] because of [completer’s] teaching style, how [completer] communicates with students, how [completer] bonds with us.”

Standard	Description	Response
CAEP 4.1b, InTASC 10	Collaboration with professional colleagues	Employer A: And so working with our local district office to come in and assess and observe... is something we set up...And so the way [completer] has been able to work with this student and...come up with a plan,"
CAEP 4.1b, InTASC 3	Creation of effective learning environments	Employer B: The [completer's] classroom management style...is very, very good."
CAEP 4.1b, InTASC 8	Implementation of a variety instructional strategies	Completer B: "...while I was going through the rest of the lesson and I decided to use other materials, not part of our curriculum, I said to myself, them having to draw a line and then number it like, okay,...some people who learn visually, that's easier..."
		Completer B: Completer B: "...the concept that I found on my Excel, a Khan Academy where the steps [are] you subtract each number from the mean and that of using a box plot to do that...You know, once I taught them the lesson using subtracting one."
		Completer B: "The response [was] more positive. As I did say before, it still did take a while."
CAEP 4.1b, InTASC 5	Implementation of content knowledge	Completer A: "On [these activities] I am seeing such tremendous improvement."
		Completer A: There wasn't [a program like this] before my coming here. And so...[students were minimally participating] when we started because this was so new to them."
		Completer A: "I'm giving them worksheets and they are able to write the [correct answers].. They're able to write the [using the method they studied]. And that's something that they were not able to do at the beginning of the year."
InTASC 5, 8	Use of instructional technology	Completer B: "Math [has been] my hyperfocus. And when I first taught it to the students, I use[d] our curriculum Big Ideas."
		Completer B: "...the concept that I found on my Excel, a Khan Academy where the steps [are] you subtract each number from the mean and that of using a box plot to do that."
InTASC 5, 8	Use of instructional technology	Completer B: "I notice that those that did the Excel, those that did the homework would not struggle with the concept at all."

Standard	Description	Response
CAEP 4.1b, InTASC 6	Use of multiple methods of assessment	<p>Completer B: "I would say I changed my method...instead of me giving a written test...A, whiteboard. [The] students each have a whiteboard and a marker...So I decided let me do a different type of...method for an exam.</p> <p>I can [put] a data set on the board, and each student use their whiteboards in order to answer the question...If they had problems, I watched them, and then I was able to go over it with them using a whiteboard."</p>