



Data Reported on 2/24/2020

## American College of Education (ACE) Completer Impact Case Study

### *CAEP Annual Reporting Measure 2 –Indicators of teacher effectiveness*

American College of Education routinely surveys alumni to evaluate program effectiveness specific to relevance of preparation. In 2017, the College developed an additional survey, the Completer Impact Survey, specifically to better understand the impact of educator preparation program completers in the field. The survey seeks to gather data from teachers and principals working in P-12 settings including performance evaluations and value-added assessment measures evaluating P-12 student growth within an academic year. Since spring 2018, the Completer Impact Survey has been administered three times to 4,693 completers who finished their program between May 2013 and May 2019 with an overall response rate of 13%. Using the data submitted by survey respondents and verified by respondent supervisors, two case studies have been conducted to explore completers’ performance in the classroom and their impact on P-12 student learning. The College has developed specific phase-in plans to further increase the dataset for CAEP Annual Reporting Measure 2.

### Initial Licensure Level Case Study

The data suggest the case study completer has had a positive impact on student learning and is able to apply what was learned from the program to on-the-job performance as evaluated by their employer.

#### **Case Study 1: M.A. in Elementary Teaching (Initial Program)**

Evaluation Criterion	Performance Level Rating from Employer (Scale 1-4)
<b>District Mean Growth Percentile (MGP) Rating</b>	<b>3</b>
Professional Knowledge	3
Instructional Planning	3
Instructional Strategies	3
Differentiated Instruction	3
Assessment Strategies	3
Assessment Uses	3
Positive Learning Environment	3
Academically Challenging Environment	2
Professionalism	3
Communication	3

The component rating for the case study completer for the district mean growth percentile was a Level III. This indicates the case study completer was rated as proficient for the positive student impact measure used by the district (District Mean Growth Percentile Rating). The completer has been rated as proficient and above on 90% of the performance criteria. The verified performance ratings indicated the completer is positively impacting the field with comments from the supervisor, such as:

- “You consistently demonstrate knowledge of classroom structure, station teaching, and classroom visual schedules appropriate for students with autism. You know their needs and try

to accommodate them with opportunities for movement, stimulation, routines, and social skills development.”

- “Consistently, your instructional plans are extensive and include an instructional framework, technology integration, differentiation, and personalized learning considerations.”
- “Careful consideration is given for appropriateness and skill level for each student.”

## Conclusion

American College of Education will continue to monitor teacher effectiveness and use available data to improve educator preparation programs. In addition to the ongoing Completer Impact Survey and case study analysis, American College of Education will continue to work with the State of Indiana to reach more employers and completers in the field when gathering data through required reporting measures.