Annual Report Section 4 – 2023-2024 Display of Annual Reporting Measures
https://www.bakeru.edu/ksde-caep-annual-reporting-measures/

Measure 1 (Initial): Indicators of teaching effectiveness (R4.1). Completer effectiveness in applying professional knowledge, skills, and dispositions.

PROCESS and Initial Findings **from EPP AY2024-2025 Annual updates (Spring 2025)**

As a result of the low N size and other challenges in past years trying to improve response rates, strategies at this time have been more deliberate in creating the list of graduates and employers. It has evolved into a multi-step process.

1. The Teacher Education department meticulously uses a department-shared Google spreadsheet listing the graduate, graduation date, district employer, school, grade/content, teacher email, principal, principal email, school phone, and additional information.

2. Next, the accreditation director locates graduates through the listed district/school website to verify the job and employer name and contact information.

3. Triangulating contact information using these information steps, a csv file is created by program along with a concise email request in Survey Monkey.

To date, the EPP initially sent:

- 34 USOE Graduate Survey Monkey email invitations on Feb 7, 2025. Response consisted of 29 opened, 3 unopened, 2 bounced, 5 clicked through and zero completed the invite. RESPONSE RATE: 0%. Further investigation indicated 29/34 or 85% opened the graduate survey without completing it, as well as five clicking through the assessment resulting in no responses.
- 35 USOE Employer Survey Monkey email invitations on 2/8/25. The response consisted of 22 opened, 9 unopened, 4 bounced, 4 clicked through, and 1 completed the invite. RESPONSE RATE: 3%. Further investigation indicated 22/35 or 63% opened the employer survey without completing it, as well as four clicking through the assessment resulting in one response.

The data measuring R4.1 *Measuring indicators of teaching effectiveness* comes from results gathered from specific Survey Monkey questions 1, 2, 7, 8, 13, 20, and 23 for both Completer and Employer.

EPP faculty and Council for Undergraduate Teacher Education (CUTE) members met on April 8, 2025, from 3:45-4:45 pm. Results from brainstorming the poor survey results are captured in the following bullets:

- COMPLETER SURVEYS. Involve the upcoming First Year Teacher Panel members by creating an incentive to complete the Completer Survey and Google Form prior to attending the panel event on April 24, 2025.
    - o Create "begging email" invitation to complete the Completer Survey (Teacher Education Dept Chair)
    - o The incentive could be a Baker pennant.
    - o Consider divvying up these invites by instructors/advisors to make a more personal plea.
- EMPLOYER SURVEYS.
    - o Create an Employer-Completer GRID to review buildings serviced and current graduates in order to facilitate networking efforts.

- o Early networking as university supervisors work in schools with principals, cooperating teachers, and student teachers. "We see you have our recent graduate working for you." Talk about a detailed survey on the way to capture what is working well and area of improvement for the Teacher Education program.
- o Gather supervisor contact information from the upcoming First Year Teacher Panel meeting on April 24, 2025. Using the current employer contact details, the Teacher Education Department chair will pre-contact 1st year Completer graduate supervisors to review the importance of their feedback. Surveys can then be sent out after students are out for summer break and principals have the time to devote themselves to this important collaboration.

EPP faculty reviewed copies of the completer and employer instruments to determine possible causes of the incomplete ratio. Between the 60 questions and the excessive open-ended questions (over the recommended 12 minimum), the current survey is not a user friendly assessment. Extensive work is needed to resolve this obstacle. This goal will be addressed during the next EPP Annual Report.

FINDINGS from EPP AY2023-2024 Annual updates (Spring 2023)

COMPLETERS					
Strongly Disagree=0 Disagree=1 Neither Agree or Disagree=2 Agree=3 Strongly Agree=4					
USOE Thematic Section	InTASC Standard	Spring 2021 Mean Score on 4-point scale	using Survey Monkey Q#	Spring 2023 Mean Score on 4-point scale	Spring 2025 Mean Score on 4-point scale
N Size		3		7	in progress
Managing my Classroom	3	3.22	SM #1	3.24	
Planning Units and Lessons	7	3.05	SM #2	3.31	
Understanding my Learners	1,2	3.44	SM #7	3.29	
Utilizing methods of teaching and instruction	8	2.87	SM #8	3.20	
Assessing and Tracking Student Performance	6	3.00	SM #13	3.17	
Technology Integration	3,5,7,10	2.67	SM #20	3.25	
Equity of all Learners	1,2,3,4,7,9	3.08	SM #23	3.29	
Overall Average		3.05		3.25	
R4.1 Program Impact	narrative	see below	SM # 15,16,17,18		
			estimate 1st yr	3	
			estimate 2nd yr	2	
			estimate 3rd yr	2	
			not tracking gender		

| EMPLOYERS					
Strongly Disagree=0 Disagree=1 Neither Agree or Disagree=2 Agree=3 Strongly Agree=4					
USOE Thematic Section	InTASC Standard	Spring 2021 Mean Score on 4-point scale	using Survey Monkey Q#	Spring 2023 Mean Score on 4-point scale	Spring 2025 Mean Score on 4-point scale
N Size		**1**		**5**	**in progress**
Managing my Classroom	*3*		SM #1	2.93	
Planning Units and Lessons	*7*		SM #2	3.09	
Understanding my Learners	*1,2*		SM #7	3.20	
Utilizing methods of teaching and instruction	*8*		SM #8	2.64	
Assessing and Tracking Student Performance	*6*		SM #13	2.60	
Technology Integration	*3,5,7,10*		SM #20	3.10	
Equity of all Learners	*1,2,3,4,7,9*		SM #23	2.85	
Overall Average		N size too small		2.92	
R4.1 Program Impact	*narrative*	*see below*	*SM #15,16,17,18*		
			estimate 1st yr	3	
			estimate 2nd yr	2	
			estimate 3rd yr	0	
				not tracking gender	

FINDINGS from EPP AY2022-2023 Annual updates

Utilizing the Survey Monkey instrument in Spring 2023, Baker University continued using the Teacher Strengths Survey Instrument (TSS) questions mentioned earlier for Spring 2021 (which was developed and validated by KAPCOTE institutions. Of the fifteen 2022-23 first-year graduates invited, 7 responded (46.67% response rate).

In addition to data located from prior years, results from the USOE Spring 2023 Survey Monkey instrument reflect mean scores on a 4-point scale ratings of completer graduates level of preparation from the EPPs teacher preparation program in seven areas on a scale of 1 (Novice) to 4 (Exemplary) as shown in the table below.

USOE **Graduate** Thematic Section Survey Monkey Question #	InTASC Standard	Spring 2018	Spring 2019	Spring 2021	Spring 2023
N size		7	3	3	7
Managing my Classroom - # Q1	3	3.60	3.46	3.22	3.24
Planning Units and Lessons - # Q2	7	2.60	3.20	3.05	3.30
Understanding my Learners - # Q7	1, 2	3.60	3.46	3.44	3.29
Utilizing methods of teaching & instruction - # Q8	8	3.80	3.46	2.87	3.20
Assessing & Tracking Student Performance - # Q13	6	3.80	3.46	3.00	3.17
Technology Integration - # Q20	3,5,7,10	3.20	3.20	2.67	3.25
Equity of all Learners - # Q23	1,2,3,4,7,9	3.00	3.46	3.08	3.29
OVERALL AVERAGE		**3.37**	**3.39**	**3.05**	**3.25**

Novice=1   Proficient=2   Accomplished=3   Exemplary=4

USOE Completer Survey Results
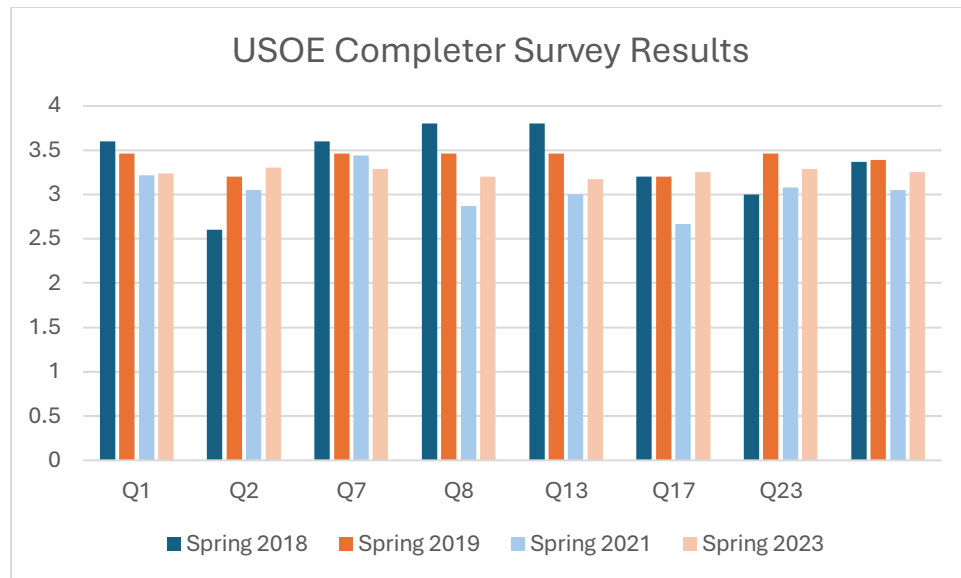
Undergraduate graduates reported the highest level of preparation in Planning Units and Lessons (Q2 with a mean of 3.30/4.00). A close second showed a tie in Understanding my Learners (Q7 with a mean of 3.29/4.00) and in Equity of all Learners (Q20 with a mean of 3.29/4.00).

The following strength and improvement areas were listed:

Planning Units and Lessons (Q2 – 3.30/4.00)	
Strengths	*Improvement*
• Continue emphasizing backwards design! Baker does a great job of giving students lots of opportunities to build units and assessments and understand how to meet standards as well as write objectives. • Connections to standards, prior knowledge, and across disciplines • Time management within lessons	• Have students practice having to plan on a team. It is harder than I anticipated to curve my creativity to match someone else's. Have them create ideas for a lesson or unit and then have to decide what to keep and how to combine those ideas. • I wish there was more time to implement lessons and less time to plan lessons. • As a XX teacher, I lecture some but give my students guided notes through the lecture. Make sure students are involved but lecturing less and giving them more interactive assignments for lesson planning. • Giving students a unit they need to design and teaching them how to plan for it using design down would be INCREDIBLY helpful. This is something I am only just now learning in my masters. Had I known it earlier, my life would have been so much easier.

Understanding my Learners (Q7 – 3.29/4.00)	
Strengths	*Improvement*
• Baker puts a lot of emphasis on meeting the needs of each student and scaffolding work to meet those needs. Making accommodations and modifications is something Baker prepares their student well in as well. I felt very prepared in all of those things. • We have plenty of opportunities to get into classrooms to start practicing and seeing this in action. • I know the importance of SEL and relationship building.	• Talk about diversity in every class, whether it be ability, race, or gender. • More on how to accommodate students with mental health concerns. • More hypothetical scenarios of this would be very helpful. Also, having students practice teaching lessons but before they teach you throw in a surprise like "You have a new student starting right now who only speaks Spanish." This happens so often, so being able to hypothesize solutions for this sudden change of plans would be effective.

Equity of all Learners (Q23 – 3.29/4.00)	
Strengths	*Improvement*
• Getting into the classrooms early! • Diversity practicums. Considering demographics when lesson planning. • Providing students with lots of ways to accommodate anyone and to build relationships with anyone. • The Exceptional learners class was very helpful.	• Maybe just more experience with actual student data. • Collaborations with other educators in different fields to modify and accommodate individuals. • Provide strategies for how to deal with conflicts between students. Be honest and transparent. I think a lot of people think that racism and SES inequities don't exist in our schools anymore but let me tell you-they do.

The indicator with the lowest score was reported in Assessing & Tracking Student Performance (Q13 with a mean of 3.17/4.00).

Assessing & Tracking Student Performance (Q13 – 3.17/4.00)	
Strengths	*Improvement*
• Baker had their students create many assessments and understand the logistics behind it. I really enjoyed the book we used in our assessments class – it was helpful and very clear. • Practice with creating assessments. • Formative assessments, checking for understanding.	• How to utilize assessment data after testing is something I didn't have a great grasp on. That could just be me, but something that could be emphasized more. • How to track data from student assessments. Many districts require this for new teacher education programs/recertification, etc. • Do not just focus on normal summative tests, create different types of summatives like projects, student-led groups and other ways to assess learning. • Help students make a performance tracker on google sheets or something so they can practice grading and tracking that data.
Program Impact: For 2023-24 academic year, added ED 361 *Research & Data Analysis in Education, 3 hours.* This course focuses on the collection and evaluation of data to inform teaching practices and improve student learning. Candidates will understand how to make sense of data and to make decisions on how to support student learning or progress and monitor whether learning is occurring. Students will develop data literacy and improve their skills in making decisions about designing tests, analyzing test results (both formative and summative) and monitoring progress that is made. The candidate will be exposed to the use of multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.	