Annual Report Section 4 – Display of Annual Reporting Measures www.bakeru.edu/ksde-caep-annual-reporting

Measure 1 (Initial): Completer effectiveness (R4.1). Completer impact on P-12 learning and development**.**

Investigation into an earlier dialog with five principals in Spring 2018 indicated a response of "yes" to the question: "Based on multiple measures (including classroom, district, state or other standardized assessments, observations, and student learning and development objectives, do Baker graduates positively impact student learning?" To provide further details for more actionable feedback, the EPP developed the process described below.

Utilizing a focus group interview format in Spring 2021, Baker University piloted the Teacher Strengths Survey Instrument (TSS) initially developed and validated by KAPCOTE institutions. Through an anonymous ZOOM poll approach, participants (specifically first- through third-year graduates) initially submitted responses to seven theme areas. This was followed up at intervals with questions designed to tease out further details around the CAEP Standard 4.1.

Standard 4.1: *Measuring Impact on P-12 Learning and Development (based on following questions):*

- What evidence do you have that demonstrates your impact on student learning in your classroom?
- What does the evidence tell you regarding your impact on student learning?
- Are students in your class or classes meeting the learning and development objectives?
- How did your class or classes perform on classroom, district, state or other standardized assessments?

The survey asked participants to judge the quality of their teacher preparation program and impact on the first- through third-year teacher on P-12 student learning and development

Completer responses about how they assess the impact of their teaching on P-12 learners include:

- *Evidence of impact on student learning in my position is demonstrated by progress monitoring IEP goals regularly and really making sure I'm not doing that just every quarter.... Documentation is important and figuring out how much to collect and writing down observations or specific data is really helpful.*
- *Almost all my kids met their IEP every quarter or I can explain that a lot of them drop into seeing them build it back up or figuring out.*
- *I've been able to see progress in consistency in terms of assignments and structure in the class periods. In writing, we're doing journal entries every week for the whole school year. It was really cool to see what their journal entries were like in the beginning – short and unsure how to approach it. Now they all are able to write a higher volume with better quality, coming across more naturally. The same thing occurred with independent reading – increasing stamina.*
- *This year was tougher just because students were in and out of different modes of school so much, especially at high school level due to their emotional state.*

This information was shared with faculty during 3/2/22 USOE department meeting. It was also shared with the Council for Undergraduate Teacher Education (CUTE) during the 4/12/22 meeting along with brainstorming how to gather data surrounding the four questions posed in Standard R4.1. Discussion mentioned giving the four

questions ahead of time or even incorporating students from the new ED495 course, Research and Data Analysis in Education to investigate.

Through trial and error, the EPP is working on continuous improvement from lessons learned such as saving ZOOM poll question data and transcripts of the focus group interview for further software interpretation by our research analyst (using qualitative MAXDA software). Logistics involved in getting volunteers to respond to ZOOM focus group interview opportunities are continually being refined. Ideally, the goal is to include 3-5 volunteers for each focus group interview.

Focus interview groups during spring 2022 were not successful as a result of low turnout, implementing a new facilitator, complications in collecting poll data, and recording interviews with transcriptions. However, the EPP will tap into the First Year Teacher Panel to gather this data in late April 2023 in addition to dialog with administrators for Undergraduate School of Education program feedback.