

Annual Report Section 4 – 2023-2024 Display of Annual Reporting Measures

<https://www.bakeru.edu/ksde-caep-annual-reporting-measures/>

Measure 1 (Initial): Completer effectiveness (R4.1). **Completer IMPACT** in contributing to P-12 student learning growth (R4.1)

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.

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.
 - Create “begging email” invitation to complete the Completer Survey (Teacher Education Dept Chair)
 - The incentive could be a Baker pennant, etc.
 - Create a Google Form to collect responses from members of First Year Teacher Panel on Standard R4.1 – *Measuring Impact on P-12 Learning and Development* specific IMPACT questions (Survey Monkey question 15, question 16, question 17, and question 18).
 - *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*
 - Consider divvying up these invites by instructors/advisors to make a more personal plea.

EPP faculty reviewed copies of the completer instrument 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 AY2022-2023 Annual updates

Utilizing the Survey Monkey instrument in Spring 2023, Baker University continued using the Teacher Strengths Survey Instrument (TSS) 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).

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		

Standard R4.1: *Measuring Impact on P-12 Learning and Development* (based on the following questions/responses):

Questions	Responses
Q15 – What evidence do you have that demonstrates your impact on student learning in your classroom?	<ul style="list-style-type: none"> My PLC teams discuss our student’s assessment data to decide what to move onto and what to reteach. This data tells us that students are for the most part learning efficiently with our lessons) or sometimes that we need to do a better job explaining things). Growth throughout the school year. Their expanding vocabulary and maturity with content. Student development within the classroom and data with our diagnostics. Checking for understanding improvements over time Meeting benchmarks. Quizzes, Project, Summative tests that include multiple choice, True/False, and Constructed Responses. I keep all documentation of summative rubrics. I use those with my PLC to collect data and analyze it to see if we met our goals. We write SMART goal per each unit and track data. My first year of teaching I had an entire class of fifth graders nominate me for our district’s “Sunflower Ambassador: award, which is similar to “Kindest Kansas Citian”. Every single kid in that class wrote about how they didn’t understand musical concepts before having me and they now understand rhythm and beat and feel more comfortable in a music class. Most of that grade level moved on to enroll in strings, choir, orchestra, or more than one in middle school.

<p><i>Q16 – What does the evidence tell you regarding your impact on student learning?</i></p>	<ul style="list-style-type: none"> • Students are constantly verbally affirming that they are learning and growing in my class. • Their words, hearing vocabulary leading with I wonder questions. • It is important to be in the classroom to help build competent citizens to our society. • Students are learning and growing not only academically, but also in maturity. • School District uses DOK Levels of Learning. • The evidence tells me which students need more support or extensions. It also tells me what I can change next time I teach it. • I am hopefully impacting students to make music a permanent part of their lives.
<p><i>Q17 – Are students in your class or classes meeting the learning and development objectives?</i></p>	<ul style="list-style-type: none"> • Yes • Yes, they are • Yes • Most • The school district I work for does intervention for students who score below passing scores. So students can come in to class during advisory for extra support. • Yes. My PLC and I do not always meet our SMART goals, but we always get close. It is helpful to have that data to know what to do differently next time. • Yes
<p><i>Q18 – How did your class or classes perform on classroom, district, state, or other standardized assessments?</i></p>	<ul style="list-style-type: none"> • Very well! • N/A it is PreK • Above Average • Around state averages • This is the first year we are doing EOC testing again for American History and students have not taken it yet. Overall most students do well on formative and summative assessments. • We are taking the state assessments right now, so I do not have data. My classes perform at the same level or above my PLC counterparts. • NA

Utilizing the Survey Monkey instrument in Spring 2023, Baker University used the Teacher Strengths Survey Instrument (TSS) with employers. Of the fifteen 2022-23 first-year graduates completer's employers, 5 were invited and responded (33.33% response rate).

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		

Standard R4.1: *Measuring Impact on P-12 Learning and Development* (based on the following question/responses):

Question - Standard R4.1	Employer Responses
Q15 – 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?	<ul style="list-style-type: none"> Unknown as of now. Absolutely Yes Yes, she is prepared and uses standards to guide instruction. Yes

Spring 2021 – Initial

Earlier in Spring 2021, Baker utilized a focus group interview format piloting 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 implement the Survey Monkey instrument using a link and/or QR code as well as 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.