

Annual Report Section 4. Display of Annual Reporting Measures for AY2024 to 2025

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

EPP faculty reviewed the completer and employer instruments to determine possible causes of low return percentages. Between the 60 questions and the excessive open-ended questions (over the recommended 12 minimum), the surveys were not user friendly assessments. Questions were tightened up and reduced, i.e., Employer survey was reduced to 20 questions and Graduate survey was reduced to 29 questions.

As a result of the brainstorming by Council for Undergraduate Teacher Education (CUTE) members and EPP faculty meeting on April 8, 8, 2025, from 3:34-4:45 pm, the following strategies were implemented for the First Year Teacher Panel scheduled for April 24, 2025.

- Completer Surveys. Involve the upcoming First Year Teacher panelists by creating an incentive to complete the Completer Survey prior to attending the panel event.
 - Invitation. Teacher Education chair to create a “begging email” invitation to complete the Completer Survey.
 - The incentive could be a Baker pennant or other Baker swag.
- Employer Surveys.
 - Early networking as university supervisors work in schools and principals, cooperating teachers, and student teachers. “We see that you have our recent graduate working for you.” Talk about a detailed survey on the way to capture what is working well and what needs improvement for the Teacher Education program to effectively contribute to P-12 student learning growth. Create an Employer-Completer GRID to review buildings serviced with current graduates in order to facilitate networking efforts.
 - Gather supervisor/employer contact information from the upcoming First Year Teacher panel meeting. Using current employer contact details, the Teacher Education Department chair pre-contacts first year completer graduate supervisors/employers to review the importance of their feedback. Surveys can be sent out during breaks and principals have the time to devote themselves to this important collaboration.

Key survey questions were also utilized during the first year teacher panel discussion that focus on Standard R4.1 – **Measuring Impact** on P-12 Learning and Development using specific impact-focused questions (Survey Monkey questions 8, 9, 10 and 11).

- *What evidence do you have that demonstrates your impact on student learning in your classroom? (question #8)*
- *What does the evidence tell you regarding your impact on student learning? (question #9)*
- *Are students in your class meeting the learning & development objectives? (question #10)*
- *How did your class or classes perform on their classroom, district, state, or other standardized assessments? (question #11)*

Of the 13 graduates from Fall 23 to Spring 2024, ten participated in the First Year Teacher Panel on April 24, 2025. The following Impact-focused responses were received from 50% of the ten panel attendees.

Standard R4.1 Number & Question	Graduate Response
Q8 <i>What evidence do you have that demonstrates your impact on student learning in your classroom?</i>	<ul style="list-style-type: none"> • Student relationships and growth rate in standardized testing • Through Pre-Tests and Post-Tests, being able to see their improvement throughout the unit. Also, having other forms of assessment, like Bell Ringers that review content from the previous day. Another piece of evidence would be through discussions. Being able to actually see the students' confidence grow throughout the whole unit or year. This allows students to participate and become more engaged. • Their state score and their behavior throughout the rest of high school. • I have a Google sheets page that helps me keep track of students' grades and who I should meet with in a group. Student learning is demonstrated through their quizzes and tests.
Q9 <i>What does the evidence tell you regarding your impact on student learning?</i>	<ul style="list-style-type: none"> • The impact I have on my students is huge because not only am I affecting their academics but their overall life. • Growth is happening. • Being able to reach their needs from the very beginning and continuing to build on their knowledge will help them not only with the content in my classroom, but with the hope for other aspects of life when they leave my classroom. • The students like to communicate about opinions of their teachers so hearing that and seeing them graduate. • This evidence tells me that I have been able to apply what I have learned from school and take that into my first year of teaching. I have been able to get students the help they need, if they weren't getting that to begin with.

Standard R4.1 Number & Question	Graduate Response
Q10 Are students in your class meeting the learning and development objectives?	<ul style="list-style-type: none"> • Mostly. • Partially. We moved to learning intentions and success criteria in our district this year so students are still adjusting. • Yes. • I can review if they are during the closing (exit ticket or check out) and academically on their tests • Students are meeting or approaching the learning and development objectives. For students approaching, I have been meeting with tutoring, in small groups, or see specialists.
Q11 How did your class or classes perform on their classroom, district, state, or other standardized assessments?	<ul style="list-style-type: none"> • N/A • Our iReady scores showed average growth of 106% • Pretty well, but they don't test in my subject area (Social Studies) • Unsure • Students have done well on all testing they have done so far. Only a few areas have tripped them up.

Of the employer details provided by the ten members, 40% of Employers responded to the survey.

Standard R4.1 Question Number	Employer Response
Q7 Based on multiple measures (including classroom, district, state or other standardized assessments, observations, and student learning and development objectives), how do Baker graduates positively impact student learning?	<ul style="list-style-type: none"> • They care deeply about the students they work with. The relationships with students, as we all know, are key. Baker graduates seem to capitalize on this aspect to promote buy-in to the lessons being taught. • Wonderful job • Ms. X had the most growth with her students. • Above average in comparison to other schools' graduates in the area.

As demonstrated by the previous anecdotal evidence by completers and their employers, Baker's completers are making a significant impact in contributing to P-12 student learning growth.