

Measure 1: Initial Completer Effectiveness (R4.1)

Through data collected during the 2022-2023 academic year, the EPP demonstrates that program completers effectively contribute to P-12 student learning and apply professional knowledge, skills, and dispositions in P-12 classrooms. The EPP uses a combination of quantitative and qualitative data to measure employer satisfaction in the form of observations, satisfaction surveys, and focus groups and interviews.

Observations: The observation rubric is composed of observable demonstrators directly aligned to the CAEP R1 components (the ten InTASC standards). The ratings are 'Emerging' (1), 'Developing' (2), 'Competent' (3), 'Exemplary' (4), and 'Not Observed' (N/O). Participants are volunteers from completer cohorts working in various school districts. Each participant is observed two times by two different members of the Impact Study Team. Participants include one elementary completer (currently employed in middle grades), two elementary/special education completers (one elementary, one secondary), and two secondary completers (one middle grades, one secondary). Three completers achieved mean scores of 3.3 to 3.5 demonstrating competence and excellence in the InTASC standards. Two completers mean overall scores range from 2.5 to 2.9 demonstrating more areas that need development. Analysis of the observations are examined by each CAEP R1 component.

Employer Satisfaction Surveys: Employers rate completers in the same four CAEP components based on the InTASC standards. The ratings are “poor”, “fair”, “good”, and “excellent.” Good and excellent ratings are considered favorable and poor is considered unfavorable. Three surveys from the last three years show that employers are satisfied with completers’ preparation. Of the 23 areas in the survey relating directly to InTASC standards, employers rated 22 areas as over 80% favorable (Figures 1-2), with six areas over 90% favorable including three of four areas relating to the learner and learning CAEP R1.1 component and all three of the professionalism and career milestones areas. Assessment had one area rated at 78.2% favorability. In comments (Figure 3), employers consistently say that ECU completers are among the best prepared for the classroom.

Focus Groups: In focus groups, employers give more context about completer performance (p 4-6 below). Employers agree that completer content knowledge and technology implementation is strong and that completers foster positive learning environments. The most often mentioned areas for improvement are differentiating instruction, classroom management, and assessment. While completers may still be developing in these areas, the good relationships they have with students allow them to continue to improve during the school year, learning with the students they teach.



Figure 1: Overall Employer Satisfaction Ratings as Favorable: Excellent and good ratings as a percentage of all responses for each area. The number of responses is to the right of each bar.

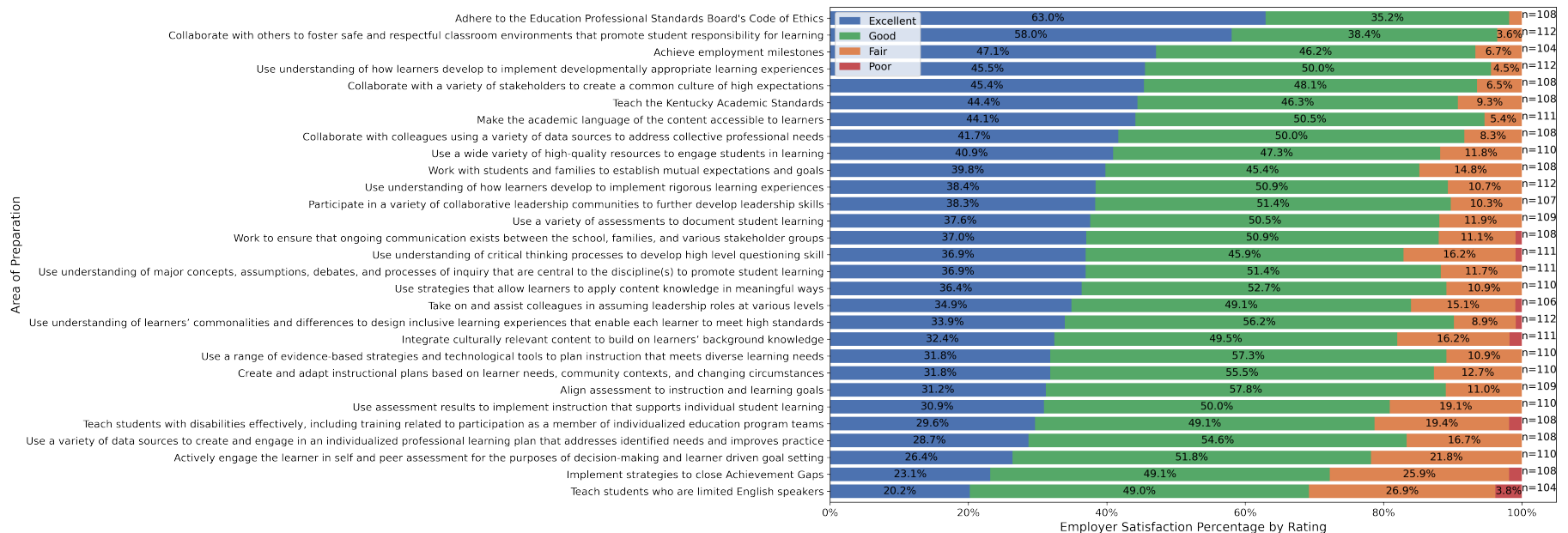


Figure 2: Employer Satisfaction by Detailed Rating: All ratings are represented as a percentage of all responses for each area. The number of responses is to the right of each bar.

General Employer Satisfaction	EKU send out great teachers. I have no complaints.
	We are blessed to have our ECU graduates! They are vital and contributing team members.
	The ECU graduates have a good solid educational foundation. The knowledge makes it easier for them to transition into the various school settings and be successful in the classroom.
	I really love when new teachers already have a solid understanding of data disaggregation and a meaningful PLC.
I feel like ECU is doing a good job of sending student teachers that are competent and ready for the classroom.	
Strategies for Diverse Learners	Continue to stress the importance of cultural responsiveness and responsibility to all educators.
	I believe that it is important to not only prepare students in the Educator Prep program on the standards and instructional strategies, but also how to deal with emotional and behavioral strategies that will lead to better relationships with students and classroom management.
	I do feel like more training should be done in the area of PBIS and classroom management. It's difficult unless they are in the moment, but I do see a tenseness with teachers who feel unprepared for the different dynamics of the classroom.
	One of the biggest challenges facing any teacher preparation program is equipping young teachers to deal with the academic, social and cultural diversity that is found in your larger more urban districts. We have newcomers that may have very limited English proficiency in class with students that are advanced.

Figure 3: Employer Comments

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Focus Group Participants

Participant	School Environment	Completer Content
Participant 1	Elementary	5 Elementary
Participant 2	Secondary	1 English
Participant 3	Elementary	1 Elementary
Participant 4	District	1 Hearing Impaired
Participant 5	Secondary	1 Math 1 Health and PE
Participant 6	Secondary (CTE)	3 Business and Marketing 1 Health Science 1 Engineering
Participant 7	Elementary	1 Elementary/LBD
Participant 8	Secondary	1 Biological Science
Participant 9	Elementary	1 Music
Participant 10	Middle Grades	1 Science 1 Social Studies

Focus Group Summary

A majority of employers state content knowledge as a strength for ECU completers. Particularly noteworthy is that seven out of the eight elementary completers are stated to exhibit strong content knowledge.

Employers give positive feedback about completers' competency with instructional technology. Two out of three secondary employers specifically say instructional technology is a completer strength. One secondary completer is a school-designated leader in instructional technology who helped students, parents, and colleagues adapt to Non-Traditional Instruction (NTI) during the COVID-19 pandemic. Even employers who do not mention instructional technology specifically as a strength say their completers effectively use technology for integration with content knowledge and adaptive instruction. Content knowledge examples include using technology to compose music and for research. Elementary completers in particular use adaptive instruction and track data using systems like iReady. Technology is also listed as a general strength for completers working in a CTE setting.

As mentioned in the survey section, differentiation is broadly mentioned as an area for growth by four out of nine employers representing fifteen completers. However, two of those employers specifically say completers have worked to build good relationships with students, especially in contexts where students need support to feel safe. This agrees with the survey itself as ratings regarding building a supportive

classroom environment are rated highly. To further support differentiated instruction in this way, employers suggest recruiting more students from diverse populations and including more experience in schools with more diverse populations.

Regarding more instruction-focused differentiation, employers say completers have difficulty enacting their differentiation plans in the classroom. These include formal plans like Individualized Education Programs (IEPs) and 504 plans. Some employers say they don't have enough collaborative teachers to support their students with special needs. This implies that regular education teachers need more special education training to pick up the slack. This is also in line with the employer survey feedback in the strategies for diverse learning category. Currently, elementary completers differentiate by using small group instruction and adaptive instruction while many secondary completers incorporate student choice into assessment.

Four out of nine employers say that professionalism was a strength from ECU completers as well, representing half of the completers. These completers work with their PLCs where many of them take leadership roles on sharing data and giving and receiving feedback. One teacher previously mentioned is a leader in instructional technology. During the NTI of the COVID-19 pandemic, many completers demonstrated leadership by extensively coaching their colleagues in the use of various technologies:

Assessment is an area for growth for three out of four secondary completers and one elementary completer. Developing rubrics and questions that show mastery are mentioned specifically.

Lesson planning and engagement are also listed as strengths from multiple employers. At the end of the focus groups/interviews, employers say they want to see completers have more experiences before coming in as a new teacher. Completers should be exposed to a broader range of school environments and gain deeper insights into the various stages of the academic year, as well as the diverse roles teachers undertake beyond direct classroom instruction. Finally, employers express eagerness to continue working with ECU.

Focus Group Comments

Content Knowledge	
They are their content experts	Participant 6
That is definitely an area in which they excel	Participant 5
Our person from ECU—definitely a wealth of knowledge... in writing professional papers, etc... in that area.	Participant 2
Instructional Technology	
They are always promoting technology learning through the content area that they are teaching.	Participant 5
She actually taught a research class for our students... they talk about how well prepared they are because of her.	Participant 2
Differentiation (Learning Environments)	
He and the teacher just understood one another.	Participant 6
Good people connect well with diverse populations.	Participant 1
I would like to see you actively recruit a more diverse student body.	Participant 8
Instructional Differentiation	

They have a lot of ideas for how to teach different groups. The enacting it part is a little hard.	Participant 5
How it should be and how it is in reality are two different things.	Participant 6
Professionalism	
The folks that we have had from Eastern, they are ahead of others in overall understanding of what it looks like to be a professional educator.	Participant 3
Jumping in and serving as a teacher leader in a short period of time.	Participant 2
They handle their own classroom problems.	Participant 6
Assessment	
Understanding the different purposes and types needed to really plan prescriptive instruction.	Participant 3
How do you know if the kids got it and what do you do if they need reassessment or reteaching?	Participant 8
Final Comments	
Practice builds confidence.	Participant 5
Teaching how to write grants. Many new teachers spend a lot of money out of pocket.	Participant 10
How can we help ECU?	Participant
Your selection process allows you to start with a good product and you work hard to refine the students.	Participant 8
I always got a lot of good support from ECU.	Participant 6
Send us the rock stars.	Participant 1