



Data Reported on 2/24/2020

American College of Education (ACE) Completer Impact Case Studies

CAEP Annual Reporting Measure 1 – Impact on P-12 learning and development

American College of Education routinely surveys alumni to evaluate program effectiveness specific to relevance of preparation. In 2017, the College developed an additional survey, the Completer Impact Survey, specifically to better understand the impact of educator preparation program completers in the field. The survey seeks to gather data from teachers and principals working in P-12 settings including performance evaluations and value-added assessment measures evaluating P-12 student growth within an academic year. Since spring 2018, the Completer Impact Survey has been administered three times to 4,693 completers who finished their program between May 2013 and May 2019 with an overall response rate of 13%. Using the data submitted by survey respondents and verified by respondent supervisors, two case studies have been conducted to explore completers' performance in the classroom and their impact on P-12 student learning. The College has developed specific phase-in plans to further increase the dataset for CAEP Annual Reporting Measure 1.

Initial Licensure Level Case Study

The data suggest the case study completer has had a positive impact on student learning and is able to apply what was learned from the program to on-the-job performance as evaluated by their employer.

Case Study 1: M.A. in Elementary Teaching (Initial Program)

Evaluation Criterion	Performance Level Rating from Employer (Scale 1-4)
District Mean Growth Percentile (MGP) Rating	3
Professional Knowledge	3
Instructional Planning	3
Instructional Strategies	3
Differentiated Instruction	3
Assessment Strategies	3
Assessment Uses	3
Positive Learning Environment	3
Academically Challenging Environment	2
Professionalism	3
Communication	3

The component rating for the case study completer for the district mean growth percentile was a Level III. This indicates the case study completer was rated as proficient for the positive student impact measure used by the district (District Mean Growth Percentile Rating). The completer has been rated as proficient and above on 90% of the performance criteria. The verified performance ratings indicated the completer is positively impacting the field with comments from the supervisor, such as:

- “You consistently demonstrate knowledge of classroom structure, station teaching, and classroom visual schedules appropriate for students with autism. You know their needs to accommodate them with opportunities for movement, stimulation, routines, and social skills development.”
- “Consistently, your instructional plans are extensive and include an instructional framework, technology integration, differentiation, and personalized learning considerations.”
- “Careful consideration is given for appropriateness and skill level for each student.”

Advanced Licensure Level Case Study

The data suggest the case study completer has had a positive impact in the field and is able to apply what was learned from the program to on-the-job performance as evaluated by their employer.

Case Study 2: M.Ed. in Educational Leadership (Advanced Program)

Evaluation Criterion	Performance Level Rating from Employer Points possible varies based on number of indicators for each standard
Standard 1: Shared Vision	44/50 pts = 88%
Standard 2: Culture of Learning	74/80 pts = 93%
Standard 3: Management	36/40 pts = 90%
Standard 4: Family and Community	38/40 pts = 95%
Standard 5: Ethics	50/50 pts = 100%
Standard 6: Societal Context	20/20 pts = 100%
Total	262/280 pts = 94%

The case study examined completer data from a standards-based Principal Evaluation instrument completed by a district superintendent in January 2019. The completer has been rated as effective or highly effective for all sub-standards. The rating effective was used for 43% of the sub-standards and highly effective was used for 57% of the sub-standards. The completer earned 262/280 or 94% of the points possible on this section of the evaluation.

School level data are also included in the evaluation in addition to the above performance metrics. The completer’s performance was rated at an “accomplished” level with a score of 52/52. This level is based on the school’s performance data.

Total value of Instructional Leadership	262/280 = 94%
Total value of School Level Data	52/52 = 100%
Total Combined Value	314/332 = 95%

The total combined value of 314 points (95% of possible points) falls in the Highly Effective range, which indicates “The principal consistently demonstrates the listed function and other actions that are above and beyond stated expectations. Principals that perform at this level should exceed goals and targets established. Effective rating means that the only areas of growth that the only areas for growth would be to further expand on the strengths and find innovative ways to apply it to the benefit of the school and district. Specific comments are required for rating a standard as Highly Effective. A Highly Effective rating means that the performance is excellent. The employee is a top performer in all standards.”

The verified performance ratings indicated the completer is positively impacting the field with comments from the superintendent, including:

- **Acts to influence local, district, state and national decisions affecting student learning** “You have a strength in understanding politics, strong writing skills, and the ability to persuade others. This has been a great asset for our students, staff, and community.”
- **Collaboration, trust, learning, and high expectations** “With your staff, I can see that collaboration, trust, and learning are taking place. It appears that you have finally reached the entire staff and have them on Board with your vision. High expectations are an area that can be difficult to maintain. It is important to drive this with staff as much as with students.”
- **Safeguards the values of democracy, equity, and diversity** “Within the conversations, I have had with staff members (as well as observing behaviors); you are able to safeguard the values of democracy, equity, and diversity with your staff.”

Conclusion

American College of Education will continue to monitor completer impact and use available data to improve educator preparation programs. In addition to the ongoing Completer Impact Survey and case study analysis, American College of Education will continue to work with the State of Indiana to reach more employers and completers in the field when gathering data through required reporting measures.