



**CAEP Annual Report Impact Measure 1**

**Completer Effectiveness and Impact on P-12 Learning and Development**

**Completer Effectiveness**

Completer effectiveness in applying the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve in the P-12 classroom (R4.1b) is demonstrated through the Kansas Educator Employer Survey. The survey is developed, validated, and administered through the Office of Educational Innovation and Evaluation (OEIE) at Kansas State University.

The Kansas State Department of Education (KSDE) collects the contact information of the individuals with an education degree from one of the seven regent institutions who received a first-time teaching license from KSDE between June 1, 2021 and August 31, 2022, and were teaching in the state of Kansas during the 2022 - 2023 school year (referred to as Alumni). Also included in the data were the names and email addresses of Principals (referred to as Employers) who employed the Alumni during the 2022 - 2023 school year.

The statewide Employer response rate for 2023 was 37% and the FHSU Employer response rate for 2023 was 50%. The first section of the survey consists of nine constructs aligning to the InTASC standards and the components in CAEP Standard R1. Evidence from the following table demonstrates FHSU completers' effectiveness as evaluated by employers.

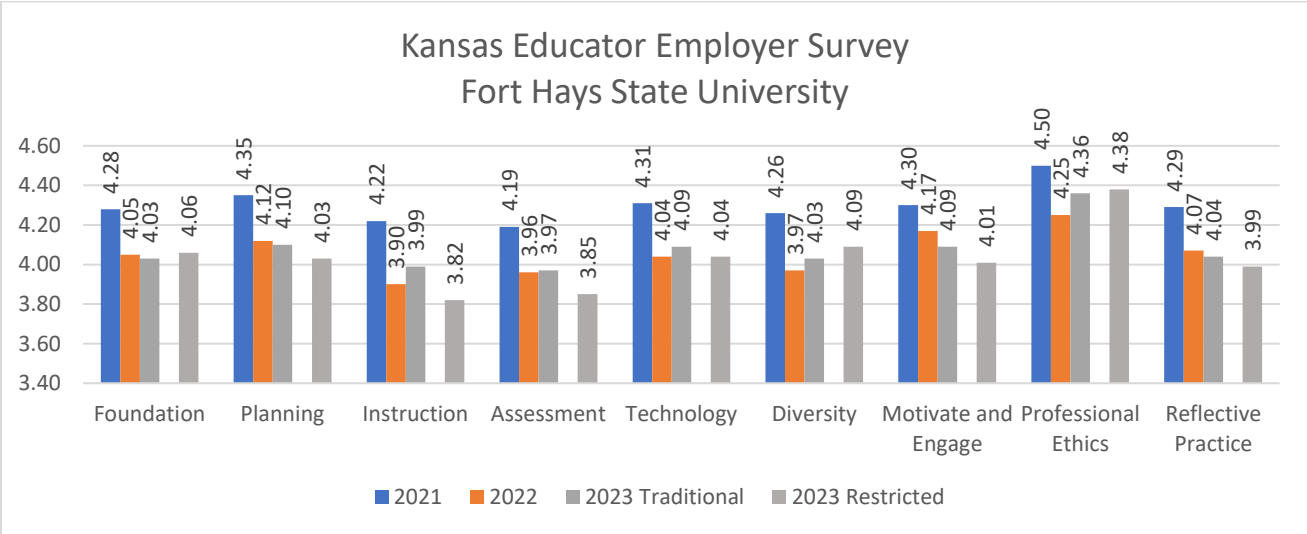
**Employer Survey – Fort Hays State University**

<b>Summary of Ratings<sup>1</sup></b>				
<b>Statewide Results</b>				
<b>Kansas Educator Employer Survey – Spring 2021-2023</b>				
<b>Category</b>	<b>Fort Hays State University</b>			
	<b>2021</b> <b>51% resp rate</b> (n=98)	<b>2022</b> <b>39% resp rate</b> (n=45)	<b>2023</b> <b>50% resp rate</b>	
			<b>Traditional</b> (n=58)	<b>Restricted</b> (n=60)
	<b>Mean</b> <b>(SD)</b>	<b>Mean</b> <b>(SD)</b>	<b>Mean</b> <b>(SD)</b>	
<b>Foundation Composite</b> Completers' ability to understand the various foundations underlying educational practice.	4.28 (0.48)	4.05 (0.43)	4.03 (0.67)	4.06 (0.54)
<b>Planning Composite</b> Completers' ability to plan and prepare educational lessons.	4.35 (0.55)	4.12 (0.61)	4.10 (0.74)	4.03 (0.74)
<b>Instruction Composite</b> Completers' ability to provide appropriate instruction to students.	4.22 (0.57)	3.90 (0.59)	3.99 (0.77)	3.82 (0.77)
<b>Assessment Composite</b> Completers' ability to incorporate assessments into their educational practice and to use the resulting data	4.19 (0.56)	3.96 (0.51)	3.97 (0.67)	3.85 (0.78)

to improve the learning of all students.				
<b>Technology Composite</b> Completers' ability to incorporate various forms of technology into their teaching.	4.31 (0.57)	4.04 (0.58)	4.09 (0.71)	4.04 (0.70)
<b>Diversity Composite</b> Completers' ability to work with students from diverse backgrounds.	4.26 (0.56)	3.97 (0.55)	4.03 (0.73)	4.09 (0.76)
<b>Motivate and Engage Composite</b> Completers' ability to motivate and engage students with different learning styles.	4.30 (0.61)	4.17 (0.62)	4.09 (0.78)	4.01 (0.84)
<b>Professional Ethics Composite</b> Completers' professional and ethical preparation.	4.50 (0.50)	4.25 (0.72)	4.36 (0.77)	4.38 (0.67)
<b>Reflective Practice Composite</b> Completers' ability to reflect on the profession and their teaching practice and ability to use resources to improve their teaching.	4.29 (0.56)	4.07 (0.57)	4.04 (0.71)	3.99 (0.78)

<sup>1</sup>Ratings Key: 5 = Strongly Agree; 4 = Agree; 3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree  
<sup>2</sup>n = 311            <sup>4</sup>n = 314  
<sup>3</sup>n = 313

Composite Value Scores were created for each case (an individual response) and not the mean of means. Composite Value Scores were calculated by summing all items within a given category. For instance, the Foundations Composite value was created by summing the seven individual items within the category. Note, in instances of missing data (e.g., not all questions were answered), a Composite Value was not obtained for that individual case. Additionally, when all items were not answered by a respondent, the n-value for an individual item or Composite Value Score may differ from the total number responding, indicated in the table note. Mean and standard deviation values were calculated for the Composite Value Score within each year.



## Completer Impact

The Kansas Legislature passage of the Student Data Privacy Act (KSA 72-6215 to KSA 72-6223) prohibits sharing of student data with EPPs; therefore, the EPP demonstrates that completers effectively contribute to P-12 student learning growth and can apply in their classrooms the professional knowledge, skills, and dispositions through multiple measures including a completer student learning growth activity, teacher evaluations, and employer satisfaction surveys.

The EPP utilized a focus group methodology to collect and demonstrate how completers effectively contribute to P-12 student-learning growth. A purposeful sampling technique was used to identify initial-level completers from the last two academic years. Completers received an email invitation requesting participation in the virtual focus groups. The Fall 2022 Focus Group had nine participants and the Spring 2023 Focus Group had seven participants.

## Student Learner Growth Activity

First, the EPP provided a presentation on measuring student learning growth and demonstrated the process for collecting and reporting pre-assessment and post-assessment scores. Following the focus group, the completers identified a lesson and pre- and post-assessment to utilize for the student learning growth activity. Pre-assessment scores were collected and reported for each deidentified student. Following the lesson or unit, the post-assessment scores were collected and reported. Once collected, the EPP analyzed the completer scores by using a paired samples t-test to demonstrate the level of difference from the class pre-assessment scores to the class post-assessment scores.

The results of the analysis demonstrated all completers had a significant difference in the pre- to post-assessment scores indicating an effective contribution to the student-learning growth from the lesson analyzed (R4.1.1 Completer Effectiveness).

The class mean scores and the paired t-test analysis demonstrating significant differences are provided in the table below. Significance is demonstrated by a p value of less than 0.05 (95% confidence level).

<b>Term</b>	<b>Name</b>	<b>Pre-Assess Mean</b>	<b>Post-Assess Mean</b>	<b>Paired T-Test p &lt; 0.05 sig.</b>
Fall 2022	Participant A	31.4	55.0	0.0005
Fall 2022	Participant B	48.1	71.5	0.0006
Fall 2022	Participant D	8.3	32.7	0.0000
Fall 2022	Participant E	81.0	89.9	0.0041
Fall 2022	Participant F	69.3	86.1	0.0000
Fall 2022	Participant G	494.1	504.1	0.0002
Fall 2022	Participant H	30.2	62.6	0.0000
Fall 2022	Participant I	45.3	90.5	0.0000
Fall 2022	Participant J	3.9	12.0	0.0000
Spring 2023	Participant A	132.5	142.8	0.0128
Spring 2023	Participant B	8.4	15.7	0.0000
Spring 2023	Participant C	79.1	94.7	0.0005
Spring 2023	Participant D	no data	no data	no data
Spring 2023	Participant E	1.4	3.9	0.0000

Spring 2023	Participant F	no data	no data	no data
Spring 2023	Participant G	67.5	82.6	0.0199
Spring 2023	Participant H	no data	no data	no data

**Review of Teaching Evaluations to Demonstrate Application of Professional Knowledge, Skills, and Dispositions**

The second component of the Focus Groups was the collection of completer teaching evaluations. Following the initial focus group meeting, the completers submitted a recent teaching evaluation completed by the building administrator. Across the 9 evaluations, there were a variety of different formats and rating scales used for the evaluations. Though different formats and scales were used, the EPP analyzed the evaluations by grouping the individual evaluation items into four key categories aligning with the InTASC standards: (1) Learner and Learning, (2) Content, (3) Instructional Practice, and (4) Professional Responsibility. For each category, the EPP assigned a rating of (a) proficient or higher or (b) below proficient based on the individual rating scale of the evaluation. The category with the highest number of below proficient ratings was in the Instructional Practice area. Of the completers who received a below proficient rating, only one completer had below proficiency in more than one category. As additional focus group data cycles occur, the EPP will continue to monitor the completer evaluations—along with other assessments—to determine if a continued theme exists in the Instructional Practice category. The third cycle of focus group data will be collected in Fall 2023.

The table below identifies the number of ratings for each category:

Category	Proficient or Higher	Below Proficient
<b>Learner and Learning:</b> Development, differences, and environments.	7	2
<b>Content:</b> Knowledge and application.	8	1
<b>Instructional Practice:</b> Assessment, planning, and strategies.	6	3
<b>Professional Responsibility:</b> Professional development, ethical practice, leadership, and collaboration.	8	1