

CAEP Accountability Measure 1: Completer Impact and Effectiveness

MBU's EPP has one quantitative/qualitative data gathering tool that measures initial program impact on P-12 students (CAEP R4.1), which aligns with state and national standards and the values described in the University's and the COE's mission statements. The Completer Effectiveness Data Gathering Tool: Impact on Completers on P-12 Learning, Development, and Teacher Effectiveness is a 20-question data tool that focuses on the completers ability to generalize learned skills into the classroom and reflect on their impact/effectiveness. Completers can upload documentation to support their answers. The Completer Effectiveness Survey describes the impact of completers on P-12 student learning through self-report by completers. This information is gathered in alignment to VDOE Standards of Learning (SOL). Benchmark data of completers' P-12 students is collected from completers in addition to the administrator evaluations of completers' performance on seven VDOE Uniform Performance Standards for Teachers (UPST) which are also aligned to the InTASC standards.

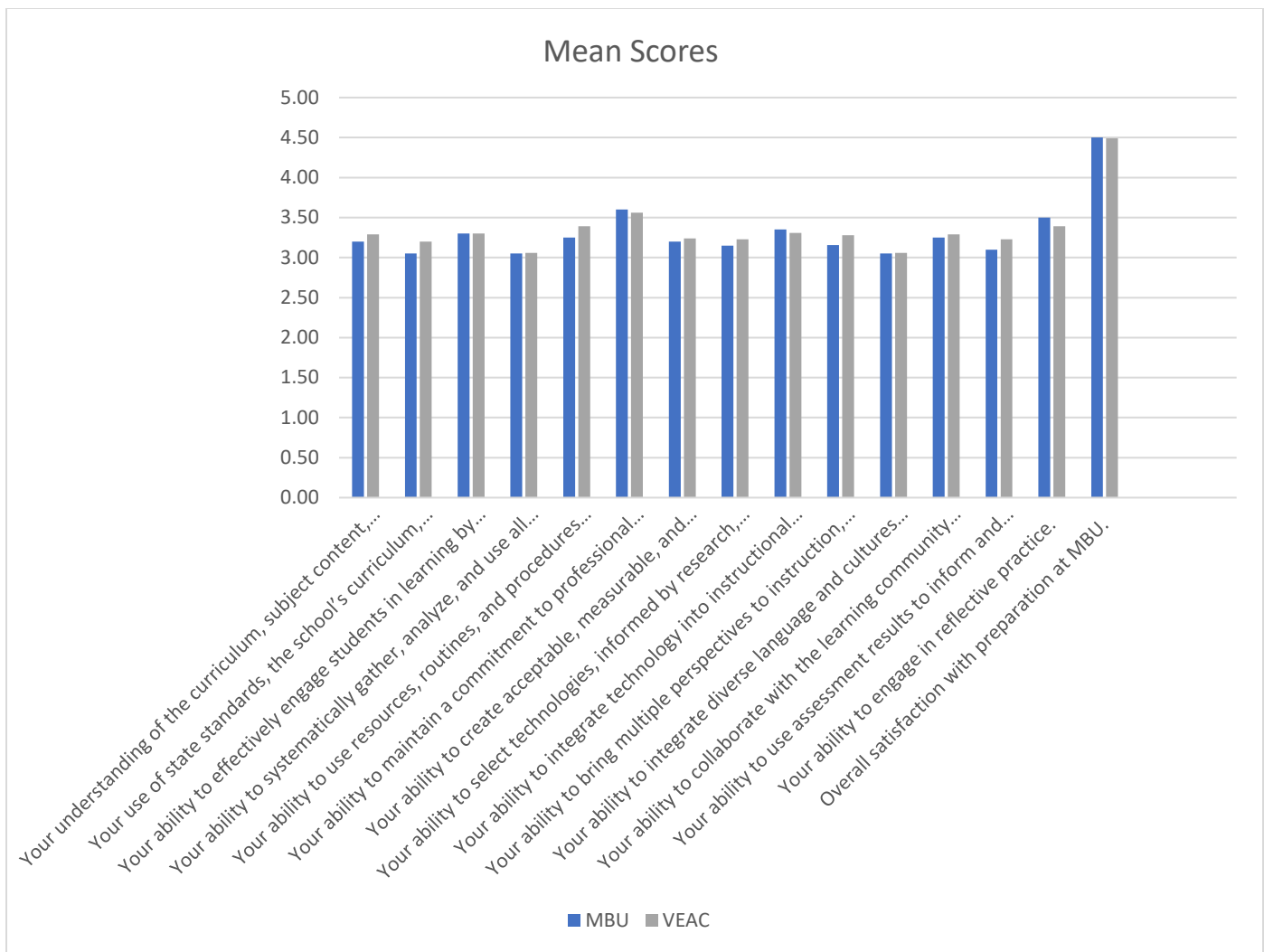
MBU also uses two measures that are sent out through The Virginia Education Assessment Collaborative (VEAC). VEAC is a growing partnership initiative between Educator Preparation Programs (EPP) in the Commonwealth of Virginia. Their purpose is to provide a centralized assessment structure for Virginia EPPs that standardizes and reduces the complexity of data collection for both the Virginia Department of Education (VDOE) and the Council for the Accreditation of Educator Preparation (CAEP). These surveys measure employer (CAEP R4.2) and completer (CAEP R4.3) satisfaction with MBU's preparation program for completer's working with P-12 student populations.

Component R4.1 Completer Effectiveness

Impact on Completers on P-12 Learning, Development, and Teacher Effectiveness: With low n on the Data Gathering Tool, it is difficult to generalize and not reportable due to the personally identifiable nature of information for fewer than 10 respondents. Completers teach in schools with diverse settings (racial/socio-economic/learning difficulties/gifted/ESL) and with 100% Free and Reduced Lunch. Based on the administrative responses, our completers are proficient across all InTASC standards. One student was rated exemplary in instructional delivery, learning environment, and professionalism. Completer responses indicate that they have integrated the skills learned at MBU into their instructional practices and are making a positive impact on student learning.

VEAC Completer Survey: The EPP had a 16% response rate (n=20), the mean fell slightly below or equal for some responses. Data analysis demonstrates that all InTASC Satisfaction scores were within the proficient range, with our completers scoring slightly higher mean scores above the VEAC mean in the following areas: effectively engaging students in learning using a variety of instructional strategies, their commitment to professional ethics, integration of technology into instructional materials, and the ability to engage in reflective practice.

The survey utilizes standard language for rating scales. The scaled levels match language found in the Virginia Uniform Performance Standards. The levels are "Exemplary" (4), "Proficient" (3), "Developing/Needs Improvement" (2), and "Unacceptable" (1).

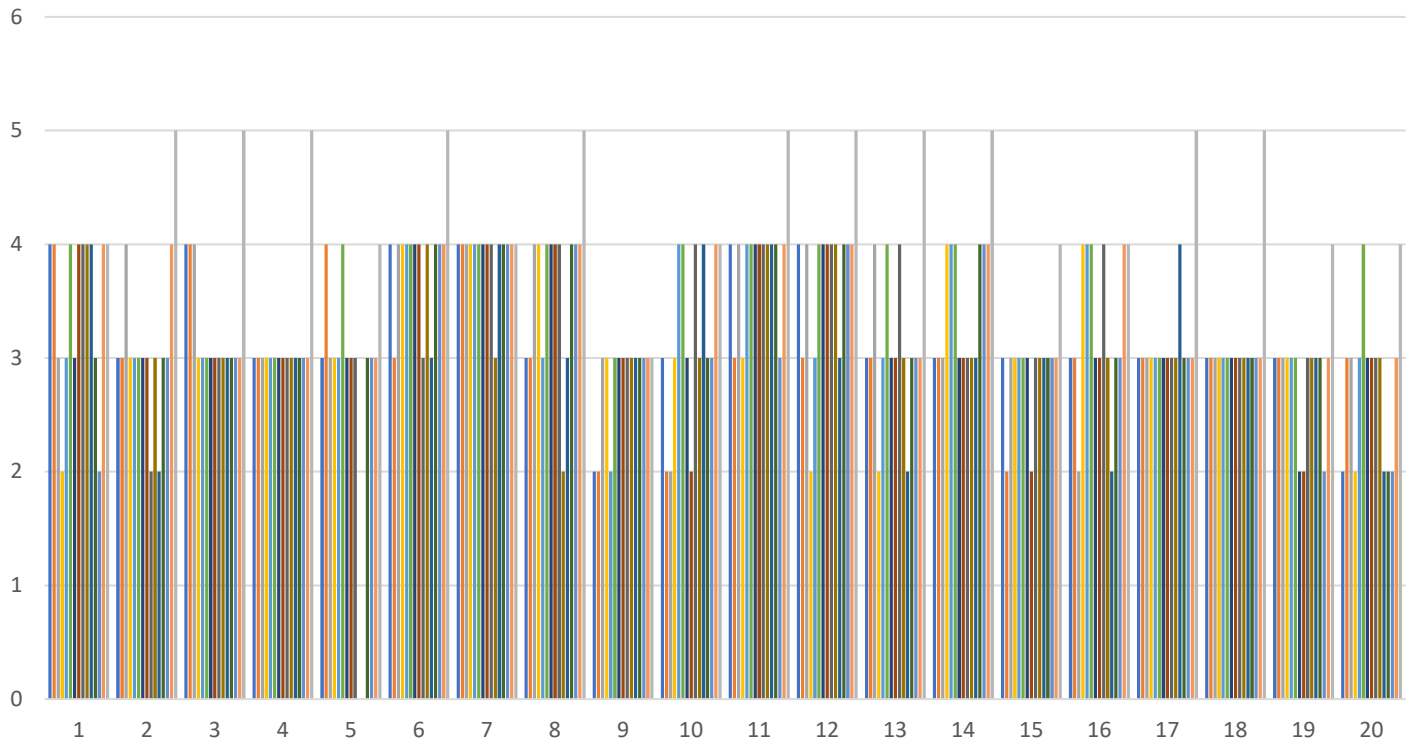


Endorsement areas:

The n of students in each endorsement area was less than 10. Due to personally identifiable information, the number of students in each area is not reported.

- Elementary Education PK-6
- English
- Middle Education 6-8
- Music: Vocal/Choral PK-12
- Biology
- Special Education General Curriculum K-12

MBU VEAC Respondent Data



- Your understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experien
- Your use of state standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.
- Your ability to effectively engage students in learning by using a variety of instructional strategies in order to meet individual lea
- Your ability to systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional co
- Your ability to use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is
- Your ability to maintain a commitment to professional ethics, communicates effectively, and take responsibility for and participates i
- Your ability to create acceptable, measurable, and appropriate student academic progress.
- Your ability to select technologies, informed by research, to promote learning for all students.
- Your ability to integrate technology into instructional methods.
- Your ability to bring multiple perspectives to instruction, including the learners' personal, family, and community experiences/norms.
- Your ability to integrate diverse language and cultures into instruction to promote the value of multilingual/multicultural perspectiv
- Your ability to collaborate with the learning community to meet the needs of all learners and contribute to a supportive culture.
- Your ability to use assessment results to inform and adjust practice.
- Your ability to engage in reflective practice.
- Overall satisfaction with preparation at MBU.

Implementation of Focus Groups for data collection

Given the low response rates and need for data triangulation, the EPP has begun Focus Group data collection which will commence, as planned, with our fall 2023 completers. The initial meeting included EPP faculty and administrators and local school division administrators. During this fact gathering stage, the EPP collected qualitative data for creating and holding focus groups. Initial feedback from this working group:

- there is effective communication between MBU and the school divisions
- all work well together which promotes future collaboration
- desire to have more collaboration regarding field experiences before students are hired
- create and collaborate on a checklist of experiences to have students better prepared in their first-year teaching
- mentorship opportunities
- collaboration on collecting necessary data for the institution and accreditation
- concerns expressed
 - helping to prepare new teachers for work/life balance, you don't check out at 3:30; teaching is a commitment
 - and concern over confidentiality in cyberspace completing data gathering tools on students

The Virginia Education Assessment Collaborative is also working on a Focus Group template. As part of that collaborative, we will partner with them as we create and finalize the structure for our Completer Focus Group.