

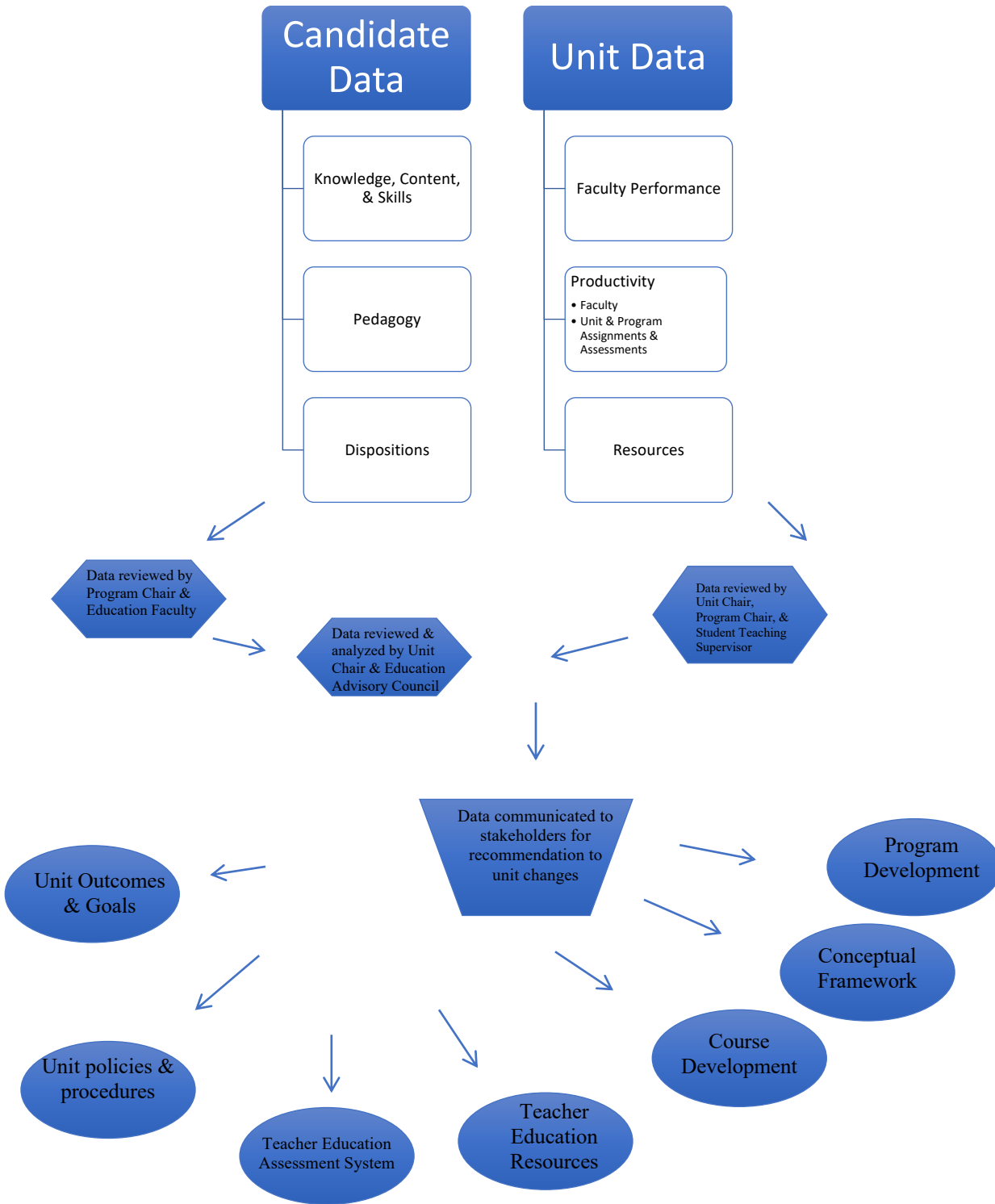
#### **5.4 Completer Impact and Outcome Measures**

The Teacher Education Unit monitors and reports the CAEP's eight outcome and impact measures through the systematic process outlined in the Teacher Education Organization Unit Framework 2015-2017 (Evidence 001 pp. 22-24 ).

The assessment review system is based directly on the standards established by KSDE, as well as the InTASC standards and outcomes identified in the conceptual framework. This system incorporates a process to collect, prepare, and present information on candidate and completer assessments aligned with the standards and outcomes. Candidates are measured at multiple transition points and aggregated at the program and unit level. The continuation of instruments is embedded in the completer data with the use of dispositions and the KEEP Protocol, and the Classroom Observation Feedback Form. The data is housed on Barclay College's server within the Teacher Education Data Management System on the G Drive.

CAEP's eight outcome and impact measures will be reported annually, starting Fall 2017, to the Executive Academic Team, Director of Assessment, Teacher Education Advisory Council, and the Education Faculty, and posted on Barclay College's website (Evidence <https://www.barclaycollege.edu/academics/campus/elementary-education/>).

# Teacher Education Assessment System



## CAEP's 8 Impact Measures Fall 2021

Impact Measures	Evidence	2015-2021			
		N	Qualifying Score	Mean for all scores	Pass Rate
		Measure 1: P-12 student learning and development	ACT Score – minimum score of 18 or take CBASE	27	18
	SAT with Writing - minimum score of 1590 or take CBASE	3	1270	1240	100%
	New SAT	4	945	868	25%
	ACT-CBASE Reading	10	8	7.80	30%
	ACT-CBASE Writing	10	2	2.50	50%
	ACT-CBASE Math	10	11	10.00	78%
	Cum General Education GPA at Graduation	18	3.0/4.0	3.33	83%
	KPTP Portfolio	15	20/30	25.37	100%
	KEEP – Full	16	2/3	2.69	100%
	Classroom Observation Feedback Form	14	30/45	40.79	100%
	Dispositions Pre-Student Teaching	17	24/36	31.47	100%
	Dispositions Post-Student Teaching	14	24/36	34.14	100%
	Praxis Exam - PLT	17	160	172.47	94%
	Praxis Exam – Elem Educ 5017	14	153	168	100%
	Praxis Exam 7812 – Elem LA/Reading	3	159	155.33	67%
	Praxis Exam 7813 – Elem Math	3	147	149.67	67%
	Praxis Exam 7814 – Elem Science	3	150	158.33	67%
	Praxis Exam 7815 – Elem Social Studies	3	157	157.00	67%

N = all pre-candidates and candidates from 2015 – 2021 who have taken the assessment due to low N

**Analysis of Measure 1:** The unit moved from the ACT/CAAP to the CBASE when it was discontinued by ACT in Spring 2018. The CBASE data reveals that 10 pre-candidates enter Transition I have taken the CBASE, which measures content knowledge in Language Arts/Reading, Math, and Writing. The first candidates to take the CBASE was in December 2019. The Cum Gen Ed GPA at graduation shows 75% of candidates passing the measure in content knowledge having a mean of 3.33/4.0, which is higher than the 3.23 in 2019. The KPTP portfolio, KEEP protocol and Classroom Observation Feedback Form show candidates working content knowledge with P-12 students well above the qualifying score at a pass rate of 100%. Dispositions show candidate work ethic and knowledge well above the qualifying score with pre-assessments at 31.47 and post-assessments increasing to a 34.14 out of 36, increasing the average by 2.67 points with 100% passing. The Praxis Exams, PLT, and Elementary Education 5017 show strong student learning and development with a mean of 172, this has remained the same since 2019 on the PLT and as well on the 5017 with a mean of 168. The Elementary Education Praxis Exam for Elementary Education was discontinued by ETS in Fall 2020. The new 7811 has four separate exams for measuring content knowledge. Due to low N, 2 out of 3 candidates passed these subsections on the 7811, however, the candidate scores were higher than the cutoff score, even with the one who did not pass due to life circumstances. All three candidates took the PLT and new Elementary Education under the COVID 19 restrictions in a different environment than normal.

**Trends:** Between 2015 and 2021, there was an increase from 50% to 81% of pre-candidates entering Transition I with an adequate foundation of content knowledge based on the ACT; however only 25% enter with the same level of content knowledge who took the new SAT; 83% of candidates exit Student Teaching with a GPA of 3.0 or higher, which is up from 75% in 2019.

**Changes in curriculum and experiences for EPP preparation:** Stronger foundational math base for candidate content knowledge. A new Math for Elementary Educator course will be introduced in Spring 2022. A Praxis Exam Prep course will also be introduced in Fall 2021. Alignment of evaluation tools for KEEP and Classroom Observation Feedback Form with the interjection of vocabulary and concepts related to InTASC standards have been added to all methods courses. Presentations of candidate prepared lessons and feedback with an emphasis on the gradual release of responsibility model is incorporated into all methods courses beginning in Fall 2020.

**Resource Allocations:** Grant for internships in STEM, Math, and Diagnostic Reading for candidates working directly with K-8 student populations in these areas. A donor has established an Education Field Trip fund for professional development activities for candidates in Fall 2019. A separate donor funds all training for candidates in a specialized training for diagnostic reading tutoring within dyslexia instruction.

**Future Directions:** Addition of a STEM/STEAM internship with Science Methods course in 2017 for application and pedagogy development with K-8 students. The Teacher Education Advisory Council approved the two options for Admission into Teacher Education, Option 1 includes standardized assessments and Option 2 includes a multiple assessment review that was put into place in Spring 2021.

Measure 2: Observations of teaching effectiveness	2015-2021				
	Evidence	N	Qualifying Score	Mean for all scores	Pass Rate
	KEEP Instructional Practices Protocol – University Supervisor Evaluations	16	2/3	2.65	100%

	KPTP University Supervisor Evaluations	14	64 possible	49.25	100%
	KPTP Building Leader Evaluations	14	64 possible	53.57	100%
	Classroom Observation Feedback Form – University Supervisor Evaluations	14	30/45	40.79	100%

N= all pre-candidates and candidates who have taken the assessment from 2015 – 2021 who have taken the assessment due to low N  
**Analysis of Measure 2:** KEEP protocol evaluation: Building Leaders scored 14 candidates at a mean of 53.57 an increase of 2.86 points from 2019; the University Supervisor’s mean score of 49.25 out of a possible 64 points possible on the rubric remained within 1 point of the same score as in 2019. The KPTP resulted in an overall gain in each area that was made from Spring 16 to Spring 20. Candidates had a mean score of 25.37 on the full KPTP, with a range of scores from 21.5-28. 100% of candidates have passed the KPTP, which was discontinued in Spring 2020. Candidates have increased 9 points from Spring 16 to Spring 20. The Classroom Observation Feedback form data showed candidates scored extremely strong on this form by the University Supervisor with an average score 40.79/45 for “Effective” on all InTASC constructs.

**Trends:** A continued increase in scores and ratings from Spring 16 to Spring 21 on all evaluation tools for observations of teaching effectiveness.

**Changes in curriculum and experiences for EPP preparation:** Since the KPTP has been discontinued, the KTWS work sample has been implemented. REL Central is in the process of conducting validity and reliability scores and no cut scores have been determined as of 5/2021. The evaluation of the KPTP data determined that required components should be integrated into multiple Education Courses; The Unit has embedded the InTASC standards’ vocabulary and concepts into the Education courses for a deeper understanding of measurements on the KEEP, Praxis Exams, and work samples. The Transition levels have been modified to include the KEEP self-evaluation at the entrance into Transitions I, II, and III. The Classroom Observation Feedback Form was aligned to the KEEP protocol and rating scale.

**Resource Allocations:** A donor has established an Education Field Trip fund for professional development activities for candidates in Fall 2019. Another donor has implemented the addition of the Sound Case Workshop through Fundamental Learning Center as part of early reading and dyslexia training for candidates and faculty on a yearly basis.

**Future Directions:** Several of the assessments (ACT-CAAP, CBASE, KPTP, Praxis Exam 5017) and other measures have been discontinued in the past two years. The Unit will continue to monitor and pilot the evaluation tools and the placement of required components into coursework. ACSI affiliate Trinity Academy has allowed our faculty and candidates to attend professional development at their annual conferences for no cost, which has provided additional training to them on items that are facing education and novice teachers today.

Analysis of Measure 3: Employer satisfaction and completer persistence  CAEP Component 4.3 Component A.4.1	Evidence	2018-2021		
		N	Strengths	Challenges
	Westat Novice Teacher Survey – Completer 1 <sup>st</sup> year	N=6 Mean = 47.33/68 Target = 34	Instructional Practice 3.4: Differentiate instruction for all learners; Instructional Practice 3.5: Use of technology in the classroom appropriately to support instruction	Professional Responsibility 4.2: Evaluate outcomes of teaching using a variety of data to adapt planning and practice
	Westat Novice Teacher Supervisor Survey - Building Leader	N=3 Mean = 41.33/68 Target = 34	Instructional Practice 3.5: Use of technology in the classroom appropriately to support instruction	Instructional Practice 3.4: Differentiate instruction with ELL and Special Needs; Professional Responsibility 4.2: Evaluate outcomes of teaching using a variety of data to adapt planning and practice
	KEEP Instructional Practices Protocol – Completer 1 <sup>st</sup> year	N=6 Mean = 63/96 Target = 48	Construct 3: Instructional Practice – 3.3 Instructional Strategies; Construct 4 Professional Responsibility – 4.1 Reflection and continuous growth	Construct 1: 1.1 Learner Development Construct 2 2.2 Innovative Applications of Content Knowledge
	KEEP Instructional Practices Protocol – Building Leaders 1 <sup>st</sup> Year	N=3 Mean = 55/96 Target = 48	Construct 2: 2.1 Content Knowledge – Construct 3: 3.1 Planning for instruction	Construct 4: 4.2 Collaboration and leadership
	KEEP Instructional Practices Protocol – Completer 3rd year	First availability Spring 2020 N=1	*	*

	KEEP Instructional Practices Protocol – Building Leader 3rd year	First availability Spring 2020 N=1	*	*
<p>N= all completers or building leaders who have taken the assessment from 2015 – 2021 who have taken the assessment due to low N          *Data is not presented due to confidentiality and low N</p> <p><b>Analysis of Measure 3:</b> Five cohorts have completers who graduated between May 2017 and May 2021; Eleven out of seventeen completers are teaching in the area prepared for K-6, one is teaching special education to high schoolers in a day school; one is teaching preschool, and one is working as a paraprofessional, three are not employed in education. On the Westat Survey, both building leaders and completers chose similar strengths in Construct 3 Instructional Practices. On the KEEP evaluation completers showed strengths in Construct 3, instructional practices and Construct 4 professional responsibility; but Supervisors showed strengths in Construct 2 content knowledge and Construct 3 planning for instruction. The areas of challenges on the Westat Survey from both completers and supervisors and from the KEEP supervisor evaluation was in the areas of Professional responsibility, Construct 4. Completers showed additional challenges on the KEEP evaluation in the areas of Construct 1 learner development and Construct 2 innovative applications of content knowledge.</p> <p><b>Trends:</b> N/A</p> <p><b>Changes in curriculum and experiences for EPP preparation:</b> Increase the number of real data scenarios with instructional strategies from data and for students with disabilities and ELL learners. Increase the leadership opportunities for candidates through professional development activities and involvement in conferences and trainings.</p> <p><b>Resource Allocations:</b> Conferences, travel, meals for involvement in professional development activities.</p> <p><b>Future Directions:</b> Trinity Academy offers annual Christian conference professional development days free of charge for Barclay’s Candidates. A donor has provided funds for field trips and trainings. Another donor has provided funds for training in Dyslexia reading course with Fundamental Learning Center. Monitor these activities and levels of Construct 4.</p>				
Analysis of Measure 4: Completer satisfaction	Evidence	2018-2021		
		N	Strengths	Challenges
CAEP Component 4.4 Component A.4.2	Westat Novice Teacher Survey – Completer 1 <sup>st</sup> year	N=6 Mean = 47.33/68 Target = 34	Instructional Practice 3.4: Differentiate instruction for all learners; Instructional Practice 3.5: Use of technology in the classroom appropriately to support instruction	Professional Responsibility 4.2: Evaluate outcomes of teaching using a variety of data to adapt planning and practice
	Westat Novice Teacher Survey – Completer 3 <sup>rd</sup> year	First availability S20 N=1	*	*
<p>N= all completers who have taken the assessment          *Data is not presented due to confidentiality and low N</p> <p><b>Analysis of Measure 3:</b> Five cohorts have completers who graduated between May 2017 and May 2021; Eleven out of seventeen completers are teaching in the area prepared for K-6, one is teaching special education to high schoolers in a day school; one is teaching preschool, and one is working as a paraprofessional, three are not employed in education. On the Westat Survey, both building leaders and completers chose similar strengths in Construct 3 Instructional Practices. The areas of challenges on the Westat Survey from both completers and supervisors was in the areas of Professional responsibility, Construct 4.</p> <p><b>Trends:</b> N/A</p> <p><b>Changes in curriculum and experiences for EPP preparation:</b> Increase the number of real data scenarios with instructional strategies from data and for students with disabilities and ELL learners. Increase the leadership opportunities for candidates through professional development activities and involvement in conferences and trainings.</p> <p><b>Resource Allocations:</b> Conferences, travel, meals for involvement in professional development activities.</p> <p><b>Future Directions:</b> Trinity Academy offers annual Christian conference professional development days free of charge for Barclay’s Candidates. A donor has provided funds for field trips and trainings. Another donor has provided funds for training in Dyslexia reading course with Fundamental Learning Center. Monitor these activities and levels of Construct 4.</p>				

## CAEP's 8 Outcomes Measures

Measure 5: Completer or graduation rate	Evidence	2012-2021						
	Database	N Pre-candidates	N Transition I: Admission to Teacher Education	N Transition II: Admission to Student Teaching	N Transition III: Exit Student Teaching	N Transition IV: Completer	N Transition V: Optional State Licensure	N T1 Candidates who did not complete the program
		58	27	19	17	17	16	1

N= all pre-candidates and candidates between 2012 – 2015 who been enrolled in Introduction to Christian Education as a pre-candidate and the number of candidates admitted to each Transition Level

**Analysis of Measure 5:** 47% of pre-candidates who are admitted to Transition I complete the program. 100% of candidates who graduated have completed Transition IV. In Spring 2021, 16 out of 17 candidates, 94%, have received state licensure up from 57% in 2017.

**Trends:** Pre-requisite courses and conditional admits are a basis of selectivity characteristics of pre-candidates in Teacher Education.

**Changes in curriculum and experiences for EPP preparation:** A reduction in the amount of credit hours in general education courses was evaluated and implement in Spring of 2018 by full-faculty.

**Resource Allocations:** N/A

**Future Directions:** Continue to assist candidates in making career choices during prerequisite courses as those who are admitted to Transition I are committed to following through with their career pathway. Individual advising sessions focus on Transition Levels. and structure of the program to make candidates aware of process at individual advising sessions twice a year. The Teacher Education Advisory Council approved the two options for Admission into Teacher Education, Option 1 includes standardized assessments and Option 2 includes a multiple assessment review that was put into place in Spring 2021.

Measure 6: Licensure rate for completers who applied	Evidence	2015-2021			
	Database KSDE Applications	N	Initial License:	Endorsements:	Pass Rate
		16 out of 17	K-6 Elem. Ed.		94%
		1		ESOL	100%
		3 out of 4		Middle Level Language Arts	75%
17		Meet requirements for ACSI certification		100%	

N= all pre-candidates and candidates who have taken the assessment between 2015-2021 due to low N.

**Analysis of Measure 6:** 94% of completers at Transition V are licensed in the state of Kansas and ACSI.

**Trends:** First completers graduated in May 2017; 16 out of 17 completers have now received Kansas and 100% have received ACSI licenses.

**Changes in curriculum and experiences for EPP preparation:** Addition of Praxis Exam reviews in Education courses, especially new 7811 exam. Improvement of instructional strategies to assist candidates with data driven decisions has been incorporated into courses.

**Resource Allocations:** Praxis Exam Preparation Materials

**Future Directions:** Teacher Education Advisory Council has approved the addition of a Praxis Exam Prep course and pre-testing with each methods course, Language Arts, Math, Science, and Social Studies to begin in F2021.

Measure 7: Employment rate for completers	Evidence	2015-2021				
	Database	N	Public Schools	Private Schools	Missions: International School	Employment Rate
		17	14	1	2	100%

N= all completers from 2015-2021 due to low N

**Analysis of Measure 7:** 100% of completers at Transition levels 4 & 5 were employed in the field of education as a teacher; 88% were employed as a teacher. Completers in Transition IV & V are employed: 15 out of 17 employed as full-time teachers. Thirteen in K-6, 1 in special education, 1 as a preschool teacher, and 2 as Para-educators in a public school, 1 as a teacher in a private Christian School, and two serving in teaching positions internationally. Completers in Transition IV & V: Licensed Teachers have found employment in urban and rural public schools and accredited Christian schools.

**Trends:** First completers graduated in May 2017, 2 completers have left the field after the 1<sup>st</sup> year of full-time teaching.

**Changes in curriculum and experiences for EPP preparation:** Addition of a Praxis Prep course to the curriculum and embedding the content area Praxis Exam into the Methods course for candidates to take these Praxis Exams while focusing on content areas. Trinity Academy offers annual Christian conference professional development days free of charge for Barclay's Candidates. A donor has provided funds for field trips and trainings. Another donor has provided funds for training in Dyslexia reading course with Fundamental Learning Center. Monitor these activities and levels of Construct 4. **Resource Allocations:** Elementary Education Fieldtrip donation fund

**Future Directions:** Continue to offer both state licensure and ACSI certification and professional development opportunities.

Measure 8: Consumer information	Source:	2021				
		N	Default Rate	Median Graduate Debt incurred*	Average Starting Salary in Kansas*	
	Student Loan Default Rate	17	0%	\$29,868	\$36,488	
	How To Become A Teacher* <a href="http://www.tobecomeateacher.org">www.tobecomeateacher.org</a> 4/26/16 9/14/17 <a href="http://www.collegefactual.com">www.collegefactual.com</a> 10/28/19  Rated #1 in 2016 and 2017	Expense Score	Acceptance Rate Score	Graduation Rate Score	Return on Investment Value Score	Student to Faculty Score
		6.4	9.1	9.14	6.4	7.2
		Total expected expense for a bachelor's degree \$56360	12% for all majors	57.41%		11:1
		<a href="http://tobecomeateacher.org/how-to-become-a-teacher-in-kansas/">http://tobecomeateacher.org/how-to-become-a-teacher-in-kansas/</a>				
<p><b>Analysis of Measure 8:</b> Barclay College has ranked #1 for 2 years in a row on <a href="http://tobecomeateacher.org/how-to-become-a-teacher-in-kansas/">http://tobecomeateacher.org/how-to-become-a-teacher-in-kansas/</a>. This organization measured 2015 data on the total expense, student-to-faculty ratios, graduation rates, potential earnings, and return on investment. Barclay College offers a tuition-free scholarship for bachelor degrees when the candidate lives on campus; this scholarship is set up and paid for by donors to allow candidates to graduate with less student loan debt; therefore, a lower Median Graduate Debt incurred. Barclay College also offers on-campus work-study positions for candidates who are eligible for Federal Work-Study. This website is no longer available. Some information was found on <a href="http://www.collegefactual.com">www.collegefactual.com</a>.</p> <p><b>Trends:</b> First completers graduated in May 2017, no trends can be established at this time</p> <p><b>Resource Allocations:</b> Donor Full-tuition scholarships and Campus work-study programs</p> <p><b>Future Directions:</b> Continue to provide paid internship opportunities, work-study positions, TEACH scholarships, KBOR scholarship for rural districts, and full-tuition scholarship programs</p>						