**4.2 CAEP Accountability Measures (2023-2024 Academic Year)
Measure 1 (Initial): Completer Effectiveness. (R.4.1)**

Completer Impact in Contributing to P-12 Student-Learning Growth
Novice teachers play a crucial role in shaping student learning outcomes. However, their effectiveness in the classroom is often influenced by factors such as pedagogical preparation, classroom management skills, and mentorship support. Studies such as Boyd et al. (2009) emphasize that strong pre-service training, particularly in pedagogical content knowledge and classroom management, can improve novice teacher effectiveness. Additionally, Darling-Hammond (2000) argues that subject-matter competency is a critical factor in student learning, suggesting that credentialing pathways impact teacher preparedness. This study seeks to investigate the link between Chapman's educator preparation and our novice teacher's impact on student learning outcomes.

We have designed an alumni case study with the goal of examining the impact of Chapman's novice teachers on their student learning outcomes, identifying key strengths and challenges they face in their early years of teaching. We have revised our previous study design to measure Pk-12 completer impact with a smaller sample and utilizing fewer resources. This new study will be a collective case study allowing us to evaluate completers teaching effectiveness.

Using multiple InTASC and CTC standards as a conceptual framework, we have designed this new study to understand the influence of Chapman's program preparation of four first year teachers on student outcomes. We seek to understand the impact of Chapman's novice teachers on student learning outcomes. We expect this data will provide valuable insights for our teacher preparation program. Findings from this study may inform targeted professional development strategies and support mechanisms to enhance the effectiveness of our program and as a result, our future early-career teachers.

A collective case study will provide us with the opportunity to compare data across several cases over several years. We anticipate piloting this study in Fall 2025 and implementing it in Fall 2026.

The study will be guided by the following research questions:

- How do novice teachers influence student learning outcomes in their first years of teaching?
- What instructional strategies do novice teachers use to support student learning?
- What challenges do novice teachers encounter in promoting effective learning?
- How do differences in novice teacher resources (e.g., new teacher training, school funding, mentorship, professional development) affect novice teachers' impact on student learning?

Participants The study will involve:

- Four novice teachers (0-3 years of experience) from diverse educational settings (e.g., low resourced schools to higher resourced schools)
- A sample of 20-30 students per teacher
- School administrators, mentor teachers, university supervisors

Data Collection Methods

- **Classroom Observations:** Conduct a minimum of 3 observations to analyze teaching practices and student engagement.
- **Interviews and Surveys:** Semi-structured interviews with novice teachers, mentor teachers, university supervisor and administrators to understand perceptions of teaching effectiveness.
- **Student Performance Data:** Working with teachers to share feedback on their analysis of formative and summative student performance assessments to gauge student progress over a semester.

The case study data will include data gathered through observations, interviews, surveys and individual alumni's student data including anonymized student performance data. The goal of this study will be to explore how our alumni are impacting PK-12 student achievement as well as how we can improve our programs for future candidates.

Boyd, D. J., Grossman, P. L., Lankford, H., Loeb, S., & Wyckoff, J. (2009). Teacher preparation and student achievement. *Educational Evaluation and Policy Analysis, 31*(4), 416–440. https://doi.org/10.3102/0162373709353129

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives, 8*(1), 1–44. https://doi.org/10.14507/epaa.v8n1.2000

Completer Effectiveness in Applying Professional Knowledge, Skills, and Dispositions

Since 2019, the Attallah College of Educational Studies has been using the Educational Disposition Assessment (EDA) tool offered by Watermark Insights. The EDA is a valid and reliable measure of teacher candidate dispositions used to track and monitor candidate dispositional behaviors as they progress through the teacher education program. The EDA consists of nine dispositions identified through research and explicitly aligned with CAEP Standards, InTASC Standards, and professional dispositional elements found in prominent teacher evaluation instruments. The EPP utilizes the Watermark trainers to provide calibration training year over year to faculty and supervisors who utilize the EDA tool.

The EDA assessment is structured using a 0 to 2 Likert scale, to meet and exceed the CAEP Evaluation Framework expectations. Standards addressed by the EDA include:

Standard 1: Content and Pedagogical Knowledge
Standard 2: Clinical Partnerships and Practice
Standard 3: Candidate Quality, Recruitment, and Selectivity
Standard 5: Provider Quality Assurance and Continuous Improvement

The EDA successfully addresses each component of the CAEP Evaluation Framework to include:
- Suggestions for administration and explanation of purpose
- Indicators that require evaluators to judge consequential attributes of candidate proficiencies and standards
- Well-defined scoring criteria
- Estimates of reliability to include reported reliability coefficients
- Evidence of construct validity with composite scores that move toward predictive validity

The following tables display the 2023-2024 AY summative assessment disposition data (collected by end of the program) for all pathways:

MACI Summative Assessment – 2033-2024
- Mentor Teacher
- University Supervisor

MAT Multiple Subject Summative Assessment – 2023-2024
- Mentor Teacher
- University Supervisor

MAT Single Subject Summative Assessment – 2023-2024
- Mentor Teacher
- University Supervisor

Special Education Summative Assessment – 2023-2024
- Mentor Teacher
- University Supervisor

California Completer/Alumni Survey Data
A second measure that we utilize is California Completer Survey data. The California Commission on Teacher Credentialing (CTC) started collecting data through statewide surveys (Multiple Subject, Single Subject, Education Specialist) of program completers in 2016. Survey descriptions, target respondents, and types of data collected may be found on this link. This data-collection process was updated in 2018 (see program update) to improve the use of these data in the accreditation process.

Results of the AY 2023-2024 Surveys may be found below:

Multiple Subject Alumni Survey Results – 2023-2024
Single Subject Alumni Survey Results – 2023-2024
Education Specialist Alumni Survey Results – 2023-2024

This data is included as part of the annual program review package for each of our programs. Program leadership and faculty review, analyze, and discuss findings as well as make individual program improvements based on the alumni feedback. We have found that our programs in the past year have exceeded a score of 4 (a 5-point Likert scale) in all survey focus areas. As it is evident from the tables, our graduates have surpassed the state average in all pathways except for three areas in the Single Subject Credential Survey: "Contribute to students' reading skills including comprehension in my subject area," "Use effective instructional strategies to teach specific subject matter and skills," and "Organize curriculum to teach content standards effectively," and one area in the Educational Specialist Survey: "Work with families to better understand students and to support their learning." We are considering this feedback for program improvement moving forward.

California Education Employer Survey Data
Additionally, a third measure that we use to track our completers' effectiveness is the California Commission on Teacher Credential Employer Survey. The survey focuses on the program alumni effective teaching strategies, planning and instructional design, student assessment and improvement as well as overall effectiveness as a teacher. This survey data is incorporated as part of the overall assessment process that contributes to our understanding of employer perception of our graduates in the field. Our 2023-2024 data, however, shows that only one of Chapman's employers responded to the CTC survey completed the survey. Therefore, we can say that the data is skewed, and it is difficult to compare it against the California mean. The tables below display the 2023-2024 results. We continue to collect employer information and attempt to run surveys at the EPP level. We are currently in the process of collecting 2023 alumni employer data now.

CAEP Measure 2 CSTP Domain 1
CAEP Measure 2 CSTP Domain 2
CAEP Measure 2 CSTP Domain 3
CAEP Measure 2 CSTP Domain 4
CAEP Measure 2 CSTP Domain 5
CAEP Measure 2 CSTP Domain 6