

CAEP Accountability Measure
Measure 1 Initial Indicators of Completer Impact and Effectiveness

Contribute to P-12 Student Learning Growth: The college had designed and attempted to implement a program impact study. The EPP tried over multiple years to gather data for the case study. Unfortunately, due to the impact of the COVID pandemic including school closures and lack of extra Pk-12 capacity to participate in the case study as designed, the study was unsuccessful. As a result, we have designed a new case study that would be able to measure Pk-12 completer impact utilizing fewer resources. This new study will be a collective case study allowing us to evaluate completers teaching and counseling effectiveness.

Using multiple InTASC and CTC standards as a conceptual framework, we have designed this new study to understand four first year teachers and two first year counselors' perceptions of their preparation, their impact on student outcomes, and the ways in which the program could have better prepared them and continue to provide supports in the classroom. A collective case study will provide us the opportunity to compare data across several cases over several years. We anticipate piloting this study in SP24 and implemented it in FA24. The case study data will include data gathered through interviews, observations, and individual alumni data including anonymized student achievement data. The goal of this study is to learn how our alumni are impacting K-12 student achievement as well as how we can improve our program for our candidates.

Apply Professional Knowledge, Skills, and Dispositions in the P-12 Classroom:

Dispositional Assessment Data & Plans

Since 2019, the Attallah College of Educational Studies has used the Educational Dispositional Assessment (EDA) tool offered by Watermark. 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 dispositions and related indicators 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 dispositional data displays the last two terms, prior to the use of the EDA tool:

Data for all pathways available here:

[SPED EDA Final Evaluations SP23](#)

[MAT EDUC 582 EDA Final Summative Evaluations SP23](#)

[MACI 582 Final EDA Evaluations SP23](#)

[MACI 583 Final Evaluations SP23](#)

[MACI SP EDA Final Evaluations SP23](#)

[MAT EDUC 583 EDA Final Summative Evaluations SP23](#)

California Completer/Alumni Survey Data

A second measure we utilize is California Completer Survey data. The California Commission on Teacher Credentialing (CTC) started collecting data through a statewide surveys ([Multiple Subject](#), [Single Subject](#), [Education Specialist](#)) of program completers¹ 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.

[AY Multiple Subject Alumni Survey 22-23](#)

[AY Single Subject Alumni Survey 22-23](#)

[AY Education Specialist Alumni Survey](#)

These data are included as part of the annual program review package for each program. As a result, program leadership and faculty review, analyze, and discuss cross program as well as individual program improvements that may be made as a result of these data. We have found our programs in the past year have exceeded a score of 4 in all survey focus areas. Additionally, we are working on implementing a program refresh in the summer of 2023 designed to improve candidate experience and outcomes. To date our graduates have surpassed the state average except for working with families to better understand students and to support their learning and working with families. We are considering this feedback for program improvement moving forward.

California Education Employer Survey Data

¹ CTC defines a Program Completer as follows: an individual who has completed a credential program.

Additionally, a third measure we use our California Commission on Teacher Credential survey (Table 1 below) that focuses on the program alumni effective teaching strategies, planning and instructional design, student assessment and improvement as well as overall effectiveness as a teacher. These survey data are incorporated as part of the overall assessment process that contributes to our understanding of employer perception of our graduates in the field. The current 2021-22 AY data indicate that employers' perceptions of Chapman educator preparation alumni outscore the statewide average on a 5-point Likert scale in every category. On the low-end Chapman outscores the statewide mean by .42 and on the high end by 1.07. The lower end mean gap reflects alumni ability to work with colleagues to improve instruction. As a result, this is an area we will reflect on for program improvement.

[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](#)