

Measure 1: Complete Effectiveness

This set of data aligns to CAEP Annual Report Measure 1: Completer Effectiveness (Component R4.1).

Contribution to P-12 Student Growth

Each spring, graduates in their first year of teaching are invited to share student growth data collected during the academic year to demonstrate their impact on student learning. The goal is to have one elementary completer and one secondary completer participate in the case study. Participant(s) for the Academic Year 2023-2024 include two elementary completers, both in 2nd grade classrooms, but located at different school districts. The charts presented below reflect the K-6 student growth that occurred in the classrooms of the AU program completers during the 2023-2024 academic year.

Figure 1.1 demonstrates growth on the iReady Reading Assessment for the second grade students of one elementary education completer. The iReady Reading Assessment was given at the beginning of the year (BOY), middle of the year (MOY), and at the end of the year (EOY). Students on average demonstrated a growth of 28 points in reading between the BOY and MOY assessments. Figure 1.2 demonstrates growth on the iReady Math Assessment for the second grade students, which was also given at the beginning and middle of the year. Students on average, demonstrated a growth of 23 points in math between the BOY and MOY assessments.

Figure 1.1

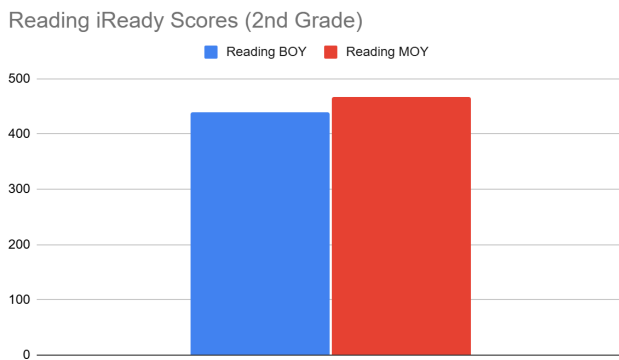


Figure 1.2

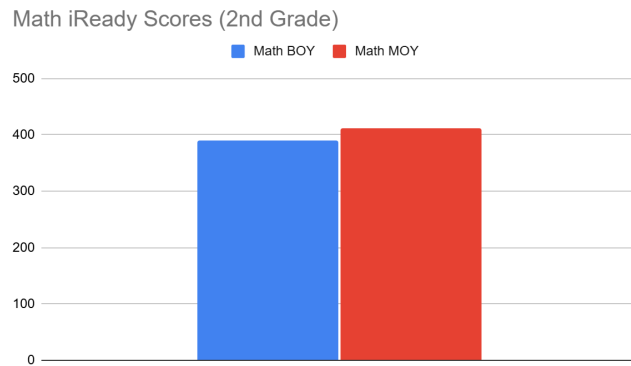
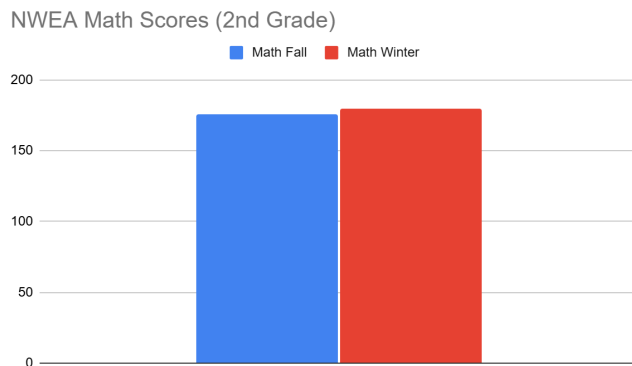


Figure 2.1 demonstrates growth on the NWEA Assessment for Mathematics for second graders in the second program completer's classroom. This assessment is given at the beginning of the year (fall), middle of the year (winter), and end of the year (spring). Students on average scored a 175.83 on the fall NWEA assessment and an average of 179.5 on the winter assessment, resulting in 5.6 points of growth in mathematics.

Figure 2.1



Completers were asked to reflect on the data they presented. Highlights from these analyses include:

- The data guides my instruction in the classroom and helps me understand if my instructional strategies were effective.
- I identify skill gaps and trends in student performance, which inform how I structure Tier 2 interventions such as WIN (What I Need) time and small group instruction.
- My instructional groupings are fluid and change regularly based on student progress. As students demonstrate growth through ongoing assessments, they move in and out of groups to ensure they receive the most appropriate and targeted support.

Application of Professional Knowledge, Skills, and Dispositions in the P-12 Classroom

The Indiana Department of Education reports annually on novice teachers' level of effectiveness as rated by their employers. The annual report reflects data collected from the prior academic year. The data from the 2024 report is not publicly displayed to ensure anonymity for universities reporting less than 10.