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 2024-2025 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 2024-2025 academic year.

Figure 1.1 demonstrates growth on the NWEA Reading Assessment for the second grade students of one elementary education completer. The NWEA 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 11 points in reading between the BOY and MOY assessments.

Figure 1.1

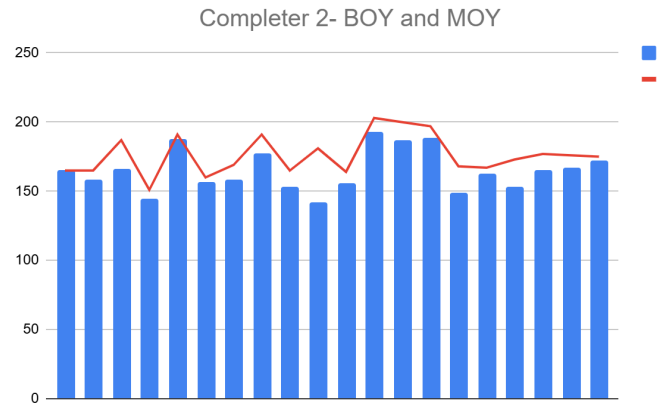


Figure 2.1

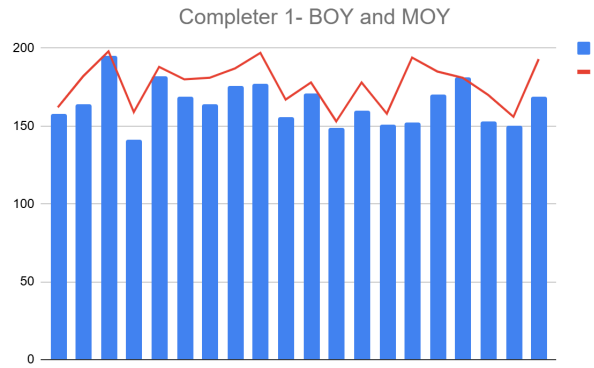


Figure 2.1 demonstrates growth on the NWEA Assessment for Reading for second graders in the first program completer's classroom. This assessment is given at the beginning of the year (fall), middle of the year (winter), and end of the year (spring). Students on average demonstrated 13 points of growth in reading.

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 2025 report is not publicly displayed to ensure anonymity for universities reporting less than 10.