

Executive Summary for Measure 1 (Initial): Completer Effectiveness & Impact on P-12 learning & development (R 4.1)

St. John Fisher University, Ralph C. Wilson, Jr. School of Education

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Completer Case Studies-Impact on P-12 Student-Learning Growth

The School of Education (SoE) at St. John Fisher University (Fisher) has engaged in an action research project to understand the impact of its completers in their field of study. Completers participated in a semester-long action research case study project. The Teacher Impact Project (TIP) takes place approximately one year after graduation, providing the EPP an opportunity to assess long-term impact. TIP involved three completers engaged in action research to better understand their impact on P-12 students. Data from these studies were coded across cases to identify themes related to student learning and the effective application of knowledge, skills, and dispositions.

TIP collects qualitative data that consists of multiple components, including completer action research, observation data, reflective journals, a validated student survey (DESE Model Student Survey), and formative and summative student assessments. The methodology included a sample of completers from the undergraduate and graduate initial certification programs (BS INCH, BS INAD-ENG, and MS INAD-ENG), one to three years post-graduation, who are now teaching in urban, suburban, and/or rural districts.

The chart below depicts the year the completers participated in the case study and the program they were enrolled in at Fisher. During the last iterations of data collection, two participants were enrolled in the BS Inclusive Education program and one in the MS Inclusive Education program. One completer was in the BS Inclusive Childhood Education program (BS-INCH), one in the BS Inclusive Adolescent Education program with a major concentration in English (BS-ADOL-ENG), and the last in the MS Inclusive Adolescence Education program with a major concentration in English (MS-INAD-ENG). All three participants are employed as full-time teachers. The EPP aims to recruit a sample of completers representative of all initial programs every year.

Completer Year and Program Breakdown 2023-2024

Year	Participant	Program
2024	C1-24	BS in Inclusive Childhood Education
2024	C2-24	BS in Inclusive Adolescent Education (English)
2024	C1-24	MS in Inclusive Adolescence Education (English)

Study participants were tasked with choosing from Marzano's Nine High-Yield Strategies (Marzano, 2001) to incorporate into their teaching practices. These strategies were selected based on the participants' independent observations and analysis of student work. After implementing the chosen strategy, an analysis of student responses revealed a deeper understanding. Completers were able to articulate their actions and reasoning.

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To assess the impact of these strategies, completers used pre-and post-assessments to measure students' progress over two instructional periods. Notably, a recurring theme emerged: using observation and data to guide instruction. Fisher completers demonstrated strength in employing assessment-based instruction.

The following sections, provide evidence and analyze each completer's data, highlighting their impact on student learning and effectiveness as teachers.

[Analysis of Teacher Reflections from the Teacher Impact Project](#)

Analysis of teacher reflections indicates that P-12 students exhibited growth in the skills addressed by the completers during the seven weeks. Evidence from recent research studies revealed quantitative improvements in student performance between pre-and post-assessments, with particularly significant results for individual P-12 students. The Teacher Impact Project incorporates reflective practices that allow candidates to integrate strategies into their learning process, analyze their journals, and reapply their insights.

Reflecting on their time at the EPP, completers recalled courses at Fisher's SoE that emphasized the importance of differentiated instruction, scaffolding, and addressing individual student needs. Completers noted that professors guided them to focus on specific assessments, which helped them tailor instruction to meet students' needs. This support and guided instruction allowed completers to notice student test score trends, particularly their struggles with word problems. Strategies learned in coursework (such as using questions, cues, and organizers) were applied to improve student learning and performance. These strategies significantly improved students' understanding of word problems, as evidenced by their performance on summative assessments. By learning these aspects, completers were confident that their studies helped them identify and meet the diverse needs of their students and facilitate ongoing adjustments to their pedagogy.

In conclusion, the combination of reflective practices, active learning, and assessment loops in the EPP placements fostered significant growth in P-12 students' skills and enhanced completers' understanding of the learning and assessment process, creating a positive and impactful educational environment.

[Analysis of Observation Reflections from the Teacher Impact Project](#)

As a part of the TIP participants were tasked with choosing one of Marzano's High-Yield strategies to integrate into their prepared lessons. The chart below summarizes the instructional strategy chosen by each completer.

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Completer Instructional Strategy

Year	Participant	Strategy
2024	C1-24	Graphic organizer/flowchart
2024	C2-24	Homework and practice
2024	C1-24	Summarizing and note-taking

Each of these completers was requested to submit the rubric utilized by their respective district for their observation. Below is the detailed breakdown of the completers along with their respective observation rubrics.

Completers Observation Rubrics

Year	Participant	Program	Rubric
2024	C1-24	BS in Inclusive Childhood Program	The Danielson Framework for Teaching (FFT) (2011 Revised Edition)
2024	C2-24	BS in Inclusive Adolescent Education (English)	The Danielson Framework for Teaching (FFT) (2011 Revised Edition)
2024	C1-24	MS in Inclusive Adolescent Education (English)	The Danielson Framework for Teaching (FFT) (2011 Revised Edition)

In 2024, all completers were observed using the 2011 Danielson Framework for Teaching Rubric, only evaluating the third domain, Instructional Practice, through the Danielson Observation Form Instruction Domain. The performance levels assessed were Highly Effective, Effective, Developing, and Ineffective. All completers were rated as Highly Effective or Effective in both the first and second lessons, with all being evaluated as Effective or Highly Effective in all areas by the second lesson. Notably, C1-24 was rated Highly Effective in using questioning and discussion techniques in lesson one and Effective in lesson two, indicating a strength in this area. However, the second lesson was less conducive to discussion. Similarly, C3-24 was rated Highly Effective in questioning, discussion techniques, and engaging students in learning in lesson one but only Effective in the same areas in lesson two, reflecting relative strengths despite the second lesson's focus on direct instruction of a new skill.

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Observation Rubric Pre-Post Spring 2024

Completer	Pre	Post
C1-24	100%	100%
C2-24	100%	100%
C3-24	100%	100%

Ratings Summary Observation #1 Spring 2024:

	Highly Effective	Effective	Developing	Ineffective
Communicating w/ Students	33%	67%	0%	0%
Using Questioning & Discussion Techniques	33%	67%	0%	0%
Engaging Students in Learning	33%	67%	0%	0%
Using Assessment in Instruction	33%	67%	0%	0%
Demonstrating Flexibility & Responsive	0%	100%	0%	0%

Ratings Summary Observation #2 Spring 2024:

	Highly Effective	Effective	Developing	Ineffective
Communicating w/ Students	100%	0%	0%	0%
Using Questioning & Discussion Techniques	33%	67%	0%	0%
Engaging Students in Learning	33%	67%	0%	0%
Using Assessment in Instruction	67%	33%	0%	0%
Demonstrating Flexibility & Responsive	100%	0%	0%	0%

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Rating Summary Completers Pre-Post Spring 2024:

	C1-24		C2-24		C3-24	
	Lesson 1	Lesson 2	Lesson 1	Lesson 2	Lesson 1	Lesson 2
Communicating w/ Students	Effective	Highly Effective	Highly Effective	Highly Effective	Effective	Highly Effective
Using Questioning & Discussion Techniques	Highly Effective	Effective	Effective	Highly Effective	Highly Effective	Effective
Engaging Students in Learning	Effective	Effective	Effective	Highly Effective	Highly Effective	Effective
Using Assessment in Instruction	Highly Effective	Highly Effective	Effective	Effective	Effective	Highly Effective
Demonstrating Flexibility & Responsive	Effective	Highly Effective	Effective	Highly Effective	Effective	Highly Effective

Analysis of Student Survey from the Teacher Impact Project- Spring 2023

The Educator Preparation Program (EPP) uses the DESE Model Feedback Survey to collect student feedback. This survey, extensively used and validated in Massachusetts for grades 3-5 and 6-12, was chosen after thorough research. Developed, validated, and proven reliable in Massachusetts, the survey was extensively piloted in 2013-14. The DESE Model Feedback Surveys were evaluated across four aspects of test validity: content, substantive, structural, and generalizability validity. Although designed to provide educators with actionable feedback in Massachusetts, the K-12 survey question bank was carefully examined to ensure alignment with New York State Teaching Standards. The EPP hosts the survey on Qualtrics and shares a link with the educator, who then distributes it to their students. The EPP continues to refine this process to ensure effective feedback collection.

Students are given a grade-appropriate survey. Those in grades 3-5 and 6-12 read 20 statements and select from five response options: strongly agree, agree, neutral, disagree, or strongly disagree. For students in grades K-2, eight statements are read aloud, and they select yes (green), sometimes (yellow), or no (red) for each statement.

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The EPP collects responses through an anonymous survey link, and all responses are reported back to the participant in aggregate form. This process ensures student anonymity while providing valuable feedback to educators. Once the data is collected, it is analyzed and compiled into a report (see Appendix A for a sample report), which is then returned to the student. Although completers are warned that this data only provides a snapshot, it serves as formative feedback on Curriculum, Planning & Assessment, and Teaching All Students.

The Initial Program Preparation Completer Survey

The Initial Program Preparation Completer Survey is conducted with program completers one to three years post-graduation. This survey aims to evaluate the completers' satisfaction levels, particularly how they perceive the relevance of their preparation to their job responsibilities and its effectiveness in securing education positions for which they were trained. The survey items align with specific InTASC Standards. The results are compiled and presented in a format that correlates the question items with the CAEP Standards for Initial-Licensure Preparation. This alignment facilitates the analysis of shared skill areas across all initial programs. The survey data serves as a valuable resource for the EPP in examining the outcomes of the preparation courses and experiences. As part of its Quality Assurance System (QAS), the unit utilizes the data collected from completers. This data is analyzed at both the unit and program levels, as well as with advisory boards. This process ensures a comprehensive evaluation of the program's effectiveness.

The most recent survey sent in the fall 2024 was distributed to graduates one year after completing the program, meaning that the most recent survey was distributed to 2022-2023 program completers. The survey results provided include completers from 2023-2024 of all Initial Preparation Programs (30% overall); response rates were 20% (BS-INCH), 56% (BS-INAD), 50% (MS-INCH), and 10% (MS-INAD) respectively.

Overall, Fisher completers perceive their preparation as relevant to the responsibilities they confront on the job and that preparation was effective. The majority of completers, 95% (2022-2023) across all initial certification programs, rated their education program as highly effective/effective in providing rich clinical experiences to develop, practice, demonstrate, and reflect upon my knowledge, skills, and dispositions. Complete data can be found in Appendix A below.

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The following paragraphs are organized around the four INTASC domains and refer to questions on the Fisher Initial Teacher Preparation Completer Survey as well as the Technology and Diversity, Equity, and Inclusion thread embedded throughout the CAEP Revised 2022 CAEP Standards:

Learner and Learning (INTASC Standards 1-3)

Responses to the surveys show that completers believe that Fisher effectively prepared them to: plan culturally responsive sustaining instruction that addresses the needs of diverse learners and effectively engage students on topics and issues of diversity.

- 98% of BS-INCH program completers indicated that Fisher was *highly effective* (67%) or *effective* (31%).
- 83% of BS-INAD program completers indicated that Fisher was *highly effective* (37%) or *effective* (47%). With 20% of completers indicating that Fisher was *ineffective* or *highly ineffective* in preparing them to *understand how learners grow and develop and recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas* and to *communicate effectively with diverse parents and/or guardians*.
- 93% of MS-INCH and MS-INAD program completers indicated that Fisher was *highly effective* (47%) or *effective* (47%).

Content Knowledge (INTASC Standards 4 & 5)

Responses to the surveys show that, overall, program completers (95%) rated their education preparation program as *highly effective/effective* in enhancing their ability to understand the central concepts, tools of inquiry, and structures of the discipline in which they teach.

- 94% of BS-INCH program completers indicated that Fisher was *highly effective* (57%) or *effective* (37%).
- 78% of BS-INAD program completers rated Fisher as either *highly effective* (44%) or *effective* (34%). However, 18% of completers rated Fisher as *ineffective* or *highly ineffective* in two specific areas: *creating learning experiences that make the content equitable and inclusive for diverse learners to ensure mastery*, and *inspiring students to positively contribute to and responsibly participate in the digital world*.

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- All MS-INCH and MS-INAD completers rated their content knowledge preparation as either *highly effective* (56%) or *effective* (44%).

Instructional Practices (InTASC Standards 6, 7 & 8)

The survey conducted in Fall 2024 revealed that an average of 92% of all initial completers rated their preparation from Fisher in Institutional Practice as either highly effective or effective. This rating was based on their ability to:

- 97% of BS-INACH completers indicated that they felt prepared by Fisher to:
 - Understand and use multiple methods of assessment to engage learners in their own growth and monitor learning programs.
 - Plan instruction that supports diverse students in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.
 - Understand and use a variety of instructional strategies to deepen understanding of content areas and provide equitable and inclusive learning experiences for diverse students.
- 82% of BS-INAD completers rated Fisher as *highly effective* or *effective*, while 20% rated Fisher as *ineffective* or *highly ineffective* in the following areas:
 - Understanding and using a variety of instructional strategies to deepen understanding of content areas and provide equitable and inclusive learning experiences for diverse students.
 - Understanding and using data to drive their instruction and support students in achieving their learning goals.
- All MS-INCH and MS-INAD completers rated their preparation in instructional practice as either *highly effective* (44%) or *effective* (56%).

Professional Responsibilities (InTASC Standards 9 & 10)

In 2024, 86% of completers rated their preparation in professional responsibility as highly effective or effective:

- 100% of BS-INCH completers rated their preparation in professional responsibility as *highly effective* or *effective*.
- 79% of BS-INAD completers thought that Fisher was *highly effective* or *effective* in their level of preparedness, while 21% thought it was ineffective.

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- 30% engaged in ongoing professional learning and used evidence to continually evaluate their practice to more effectively meet the needs of diverse learners.
- 20% rated the effectiveness of their education preparation program in enhancing their ability to collaborate with diverse learners, families, colleagues, other school professionals, and community members to ensure learner growth and advance the profession. Alternatively, they rated how effective the program was in enhancing their ability to work effectively with diverse families.
- 95% of MS-INCH and MS-INAD completers rated their preparation in professional responsibility as *highly effective* or *effective*.

Technology Integration (InTASC Standard 8)

Completers expressed satisfaction (95%) with the program's assurance that they had access to necessary learning resources, including technology, facilities, and personnel. However, 13% of completers were less confident in their preparation to model and apply technology standards to engage all students and support learning, with this concern being particularly noted by 30% of BS-INAD completers. Despite this, 90% of all initial completers felt that their preparation in continually improving their practice by learning from and with others, exploring proven and promising practices that leverage technology to boost student learning, and understanding and using data to drive their instruction and support students in achieving their learning goals was *highly effective* or *effective*.

Diversity, Equity, and Inclusion (InTASC Standards 1-10; CAEP 2022 Revised Standards)

The fall 2024 survey results indicate that 95% of the 2022-2023 completers reported understanding individual differences, diverse cultures, and communities to design inclusive learning experiences that enable each learner to meet high standards. They also felt prepared to plan instruction that supports diverse students in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.

Furthermore, 91% of completers thought that their preparation was effective or highly effective in understanding and using a variety of instructional strategies to deepen their understanding of content areas and provide equitable and inclusive learning experiences for diverse students. They also felt prepared to collaborate with diverse learners, families, colleagues, other school professionals, and community members to ensure learner growth and advance the profession.

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However, only 64% of completers thought they were effectively equipped to communicate with diverse parents and/or guardians. This figure has risen over the past three years as the EPP has been amplifying opportunities for completers to interact with students' parents during student teaching. Several activities have been integrated into courses to aid completers in honing these skills and fostering accurate awareness. Additionally, opportunities to exercise these skills during their field experience and student teaching have been provided.

The EPP analyzes completer data yearly through the Quality Assurance System to ensure the development of strategies that support students throughout the instructional program. During the fall, the Dean's Council and the EPP reviewed the completer data and identified communication with parents as an area requiring attention in the initial program curriculum. The EPP has increased opportunities for candidates to have conversations with parents or to role-play these interactions.

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Appendix A. SAMPLE Student Feedback Report

Student Feedback Report	Class report
	
Class report	Class: Grade 5
Prepared for	Survey level: Grades 3-5
Prepared by	Students participated: 23
Ralph C. Wilson, Jr. School of Education	Type: DESE Model Student Feedback Survey: Short Form
St. John Fisher University Spring	
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Standard indicator linked to survey questions.



Standard I: Curriculum, Planning & Assessment	Standard II: Teaching All Students
I,A: Curriculum & Planning	II,A: Instruction
I,B: Assessment	II,B: Learning Environment
I,C: Analysis	II,D: Cultural Proficiency
	II,E: Expectations

A 20-item survey was adapted for the Student Feedback Survey. Students were asked to read each statement and then choose one answer choice that the student thought fit the best. A 5-point Likert scale was utilized with the following ratings strongly agree, agree, neutral, disagree, and strongly disagree.

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Broken down by Standards, mean scores provided.

Curriculum & Planning	4.00
I use evidence to explain my thinking when I write, answer questions, and talk about my work.	
My teacher encourages me to think of more than one way to solve a problem.	
The lessons in this class are clearly taught.	
My teacher asks us to share what we have learned in a lesson.	
Assessment	4.48
My teacher checks to make sure I understand what he or she is teaching the class.	
Analysis	4.26
After I talk to my Teacher, I know how to make my work better.	
Instruction	3.70
I can show my learning in many ways (e.g., writing, graphs, pictures).	
I can do more challenging work when I am waiting for other students to finish.	
My teacher uses things that interest me to explain hard ideas.	
In class, I teach other students how I solved a problem.	
Learning Environment	3.90
In this class, students help each other learn.	
My teacher uses our mistakes as a chance for us all to learn.	
My teacher gives students a chance to explain when they do something wrong.	
My teacher encourages me even when my work is not my best.	

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Cont,

Cultural Proficiency 4.15

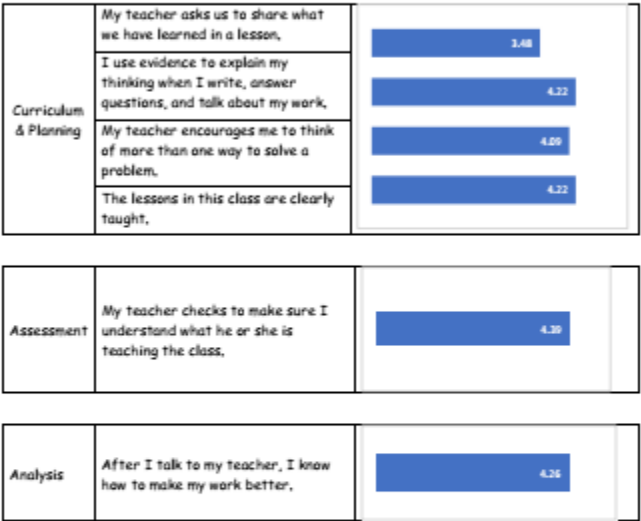
My teacher shows us how to respect different opinions in class,
In this class, other students take the time to listen to my ideas,

Expectations 4.22

When my class does not understand something, my teacher explains it another way,
When asked, I can explain what I am learning and why,
I understand more than I thought I could in this class,
In this teacher's class, I have learned not to give up, even when things get difficult,

Standard I: Curriculum, Planning & Assessment

0.00 5.00



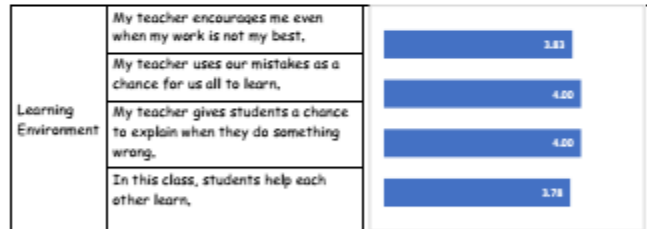
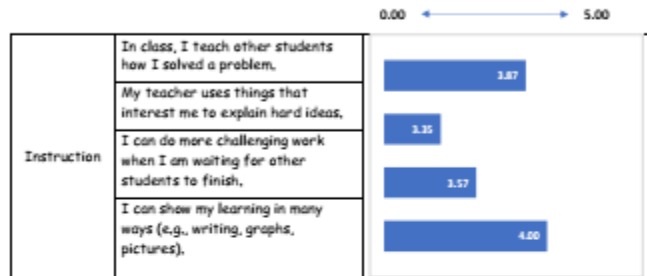
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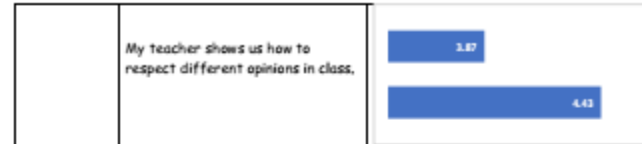
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Standard II: Teaching All Students

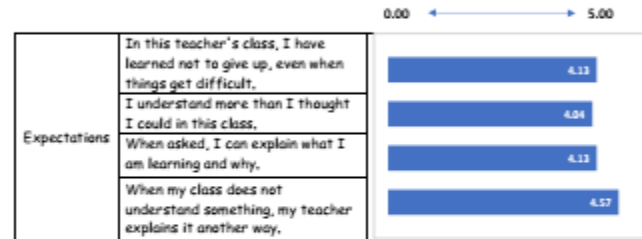


Cultural Proficiency	In this class, other students take the time to listen to my ideas.	
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Standard II: Teaching All Students Cont.



Percentages of students who Agreed, were Neutral, and Disagreed.

I.A. Curriculum & Planning	Agree	Neutral	Disagree
I use evidence to explain my thinking when I write, answer questions, and talk about my work.	87%	13%	0%
My teacher encourages me to think of more than one way to solve a problem.	70%	26%	4%
The lessons in this class are clearly taught.	83%	17%	0%
My teacher asks us to share what we have learned in a lesson.	57%	26%	17%
I.B. Assessment	Agree	Neutral	Disagree
My teacher checks to make sure I understand what he or she is teaching the class.	91%	4%	4%
I.C. Analysis	Agree	Neutral	Disagree
After I talk to my teacher, I know how to make my work better.	83%	13%	4%

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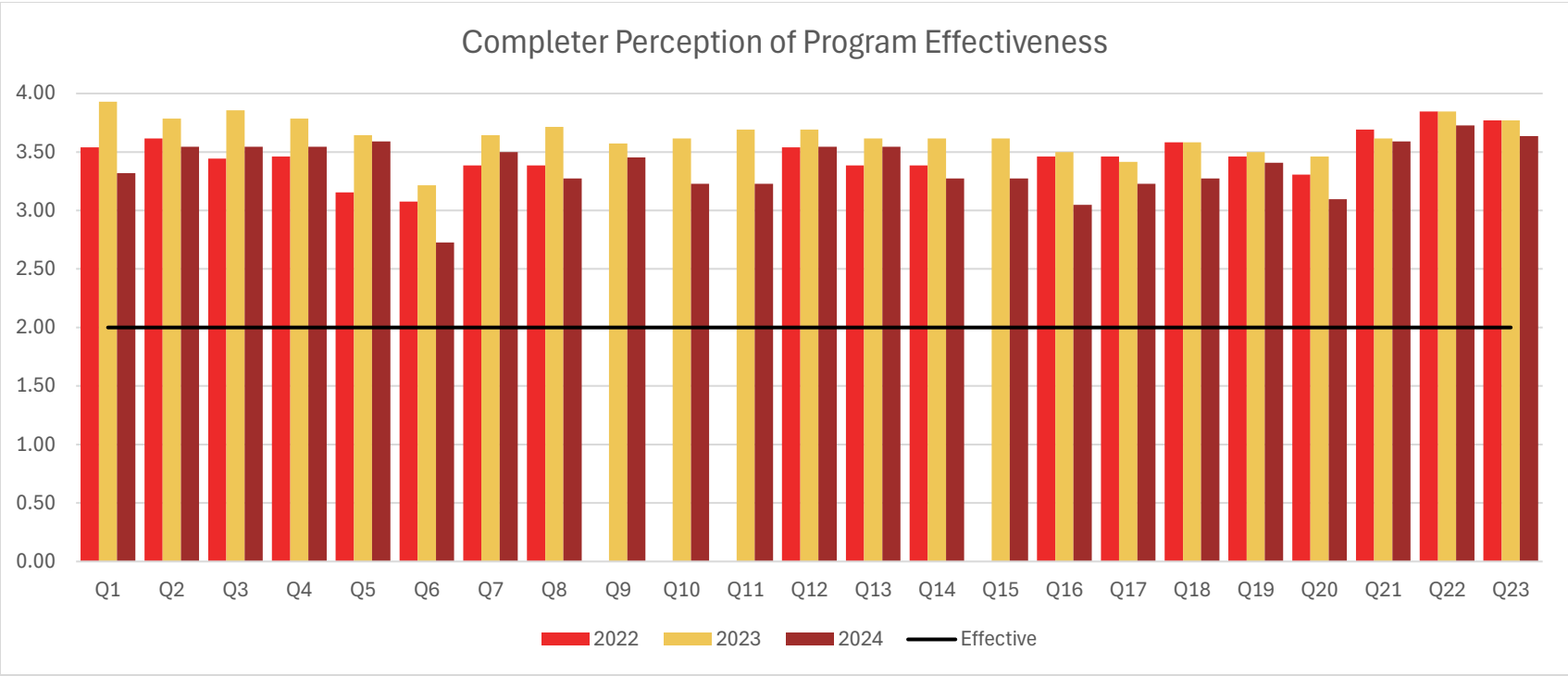
II.A. Instruction	Agree	Neutral	Disagree
I can show my learning in many ways (e.g., writing, graphs, pictures).	74%	22%	4%
I can do more challenging work when I am waiting for other students to finish.	52%	39%	9%
My teacher uses things that interest me to explain hard ideas.	52%	26%	22%
In class, I teach other students how I solved a problem.	57%	39%	4%
II.B. Learning Environment	Agree	Neutral	Disagree
In this class, students help each other learn.	65%	26%	9%
My teacher uses our mistakes as a chance for us all to learn.	78%	13%	4%
My teacher gives students a chance to explain when they do something wrong.	78%	17%	4%
My teacher encourages me even when my work is not my best.	70%	17%	13%
II.D. Cultural Proficiency	Agree	Neutral	Disagree
My teacher shows us how to respect different opinions in class.	87%	13%	0%
In this class, other students take the time to listen to my ideas.	61%	35%	4%
II.E. Expectations	Agree	Neutral	Disagree
When my class does not understand something, my teacher explains it another way.	96%	4%	0%
When asked, I can explain what I am learning and why.	87%	9%	4%
I understand more than I thought I could in this class.	74%	22%	4%
In this teacher's class, I have learned not to give up, even when things get difficult.	70%	26%	4%

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Appendix B. Initial Preparation Completer Survey



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Completer Survey Students' Perception of Preparation Effectiveness

	How effective was your education preparation program in enhancing your ability to...	2022 E/HE	2023 E/HE	2024 E/HE			How effective was your education preparation program in enhancing your ability to...	2022 E/HE	2023 E/HE	2024 E/HE			How effective was your education preparation program in enhancing your ability to...	2022 E/HE	2023 E/HE	2024 E/HE
Q1	understand how learners grow and develop and recognize that patterns of learning and	100%	100%	91%		Q9	continually improve my practice by learning from and with others and exploring proven and		100%	91%		Q17	engage in ongoing professional learning and use evidence to continually evaluate one's	92%	100%	86%
Q2	use understanding of individual differences, diverse cultures, and communities to design inclusive	100%	100%	95%		Q10	inspire students to positively contribute to and responsibly participate in the digital world.		100%	86%		Q18	collaborate with diverse learners, families, colleagues, other school professionals, and community	92%	100%	91%
Q3	create individual and collaborative culturally-responsive sustaining learning	100%	100%	95%		Q11	design authentic, learner-driven activities and environments that recognize and accommodate		100%	82%		Q19	understand the expectations of the profession including codes of ethics, professional standards of	92%	92%	95%
Q4	plan culturally-responsive sustaining instruction that addresses the needs of diverse	92%	100%	95%		Q12	understand and use multiple methods of assessment to assess and progress monitor	92%	100%	95%		Q20	work effectively with diverse families.	85%	85%	86%
Q5	effectively engage students on topics and issues of diversity.	92%	100%	100%		Q13	plan instruction that supports diverse students in meeting rigorous learning goals by drawing	85%	100%	95%		Q21	The program ensured access to the resources required for learning (e.g., technology,	100%	100%	95%
Q6	communicate effectively with diverse parents and/or guardians.	69%	86%	64%		Q14	understand and use a variety of instructional strategies to deepen understanding of content areas	92%	100%	91%		Q22	My clinical experiences (practicum and student teaching) provided rich clinical experiences	100%	100%	95%
Q7	understand the central concepts, tools of inquiry, and structures of the content area(s) you teach.	85%	100%	95%		Q15	understand and use data to drive their instruction and support students in achieving their		100%	91%		Q23	During my clinical experiences I worked with students from diverse groups.	100%	100%	95%
Q8	create learning experiences that make the content equitable and inclusive for diverse learners to	92%	100%	86%		Q16	model and apply technology standards to engage all students and support learning.	92%	100%	81%						

Executive Summary for Measure 1 (Initial): Completer Effectiveness & Impact on P-12 learning & development (R 4.1)

St. John Fisher University, Ralph C. Wilson, Jr. School of Education

Completers 2022-2023 Survey Administered 2024 by InTASC Standards

Learner & Learning	2%	8%	42%	48%
	HI	I	E	HE
Understand how learners grow and develop and recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	0%	9%	50%	41%
Use an understanding of individual differences, diverse cultures, and communities to design inclusive learning experiences that enable each learner to meet high standards.	0%	5%	41%	55%
Create individual and collaborative culturally-responsive sustaining learning environments that encourage social interaction, active engagement, and self-motivation.	0%	5%	41%	55%
Plan culturally-responsive sustaining instruction that addresses the needs of diverse learners.	5%	0%	41%	55%
Effectively engage students on topics and issues of diversity.	0%	0%	50%	50%
Communicate effectively with diverse parents and/or guardians.	9%	27%	27%	36%

Executive Summary for Measure 1 (Initial): Completer Effectiveness & Impact on P-12 learning & development (R 4.1)

St. John Fisher University, Ralph C. Wilson, Jr. School of Education

Content Knowledge	2%	10%	40%	48%
	HI	I	E	HE
Understand the central concepts, tools of inquiry, and structures of the content area(s) you teach.	0%	5%	45%	50%
Create learning experiences that make the content equitable and inclusive for diverse learners to ensure mastery of the content.	5%	9%	41%	45%
Continually improve my practice by learning from and with others and exploring proven and promising practices that leverage technology to boost student learning.	0%	9%	36%	55%
Inspire students to positively contribute to and responsibly participate in the digital world.	5%	9%	45%	41%
Design authentic, learner-driven activities and environments that recognize and accommodate learner variability.	0%	18%	32%	50%

Instructional Practice	1%	8%	48%	43%
	HI	I	E	HE
Understand and use multiple methods of assessment to assess and progress monitor learners' growth and progress to inform instructional decision-making.	0%	5%	41%	55%
Plan instruction that supports diverse students in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.	0%	5%	41%	55%

Executive Summary for Measure 1 (Initial): Completer Effectiveness & Impact on P-12 learning & development (R 4.1)

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Understand and use a variety of instructional strategies to deepen understanding of content areas and to provide equitable and inclusive learning experiences for diverse students.	0%	9%	55%	36%
Understand and use data to drive their instruction and support students in achieving their learning goals.	0%	9%	55%	36%
Model and apply technology standards to engage all students and support learning.	5%	14%	48%	33%

Professional Responsibility	0%	10%	53%	37%
	HI	I	E	HE
Engage in ongoing professional learning and use evidence to continually evaluate one's practice to more effectively meet the needs of diverse learners.	0%	14%	45%	41%
Collaborate with diverse learners, families, colleagues, other school professionals, and community members to ensure learner growth to advance the profession.	0%	9%	55%	36%
Understand the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	0%	5%	55%	41%
Work effectively with diverse families.	0%	14%	57%	29%

Executive Summary for Measure 1 (Initial): Completer Effectiveness & Impact on P-12 learning & development (R 4.1)

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Overall Experience	0%	5%	30%	65%
	HI	I	E	HE
My clinical experiences (practicum and student teaching) provided rich clinical experiences to develop, practice, demonstrate, and reflect upon my knowledge, skills, and dispositions.	0%	5%	23%	73%
During my clinical experiences I worked with students from diverse groups.	0%	5%	32%	64%
The program ensured access to the resources required for learning (e.g., technology, facilities, personnel).	0%	5%	36%	59%