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This executive summary includes the following reports:

- Employment Rates for Initial and Advanced Completers
- Initial Program Preparation Completer Survey
- Advanced Teacher and Leader Preparation Completer Survey

### Employment Rates for Initial and Advanced Completers

New York State does not provide EPP's with employment rate information pertaining to the percentage of completers employed in a current teacher or leader position based on the certification earned through their program. The EPP has determined employer rate for the Initial Graduate Program and the Advanced Programs from completer self-reporting and from information searchable in the New York State TEACH database system for New York State Licensure. The Initial Undergraduate Program rate is based on the completer survey data in response to the question: What type of position do you currently hold? Response choices include: Teaching Position in NYS, Public Charter, Private, Non-Teaching Position, I am currently pursuing a teaching position, a substitute teaching position, and Other. The EPP continues to refine the process of tracking Initial Undergraduate Completers who have moved out of state or entered graduate programs within the Initial Undergraduate Program database.

The St. John Fisher University (Fisher), Ralph C. Wilson Jr., School of Education (SoE) employment rate data for initial undergraduates over three cycles of data collected fall 2020 (2018-2019 graduates), fall 2021 (2019-2020 graduates), and fall 2022 (2020-2021 graduates) is 88%, 89%, and 90% respectively, demonstrating that a strong majority of completers are employed as

teachers in their field of study. Two of the 2021 initial undergraduate graduates decided to continue their education by entering graduate programs. The majority of Fisher SoE Initial graduates have gone on to obtain a position in their field of study.

The employment rate for initial graduate completers over the three cycles from 2018-2021 is 94%, 93%, and 94% respectively, demonstrating a majority of completers acquire teaching positions in their chosen field. The employment rate for advanced completers over three cycles has increased with the rates consistently high: 93%, 100%, and 100% indicating that the advanced program yields the majority of completers teaching and/or leading in their chosen field of study.

### Comparison and Benchmark Data for Employment Rates of Completers

The St. John Fisher Ralph C. Wilson, Jr. College School of Education (SoE) employment rate data for 2018-2022 completers is compared to 2019-2022 completers from SUNY B, a public institution in New York State. Fisher SoE initial undergraduates' and graduates' employment rates are comparable year over year. Moreover, the employment rates of initial completers in the Greater Rochester area remain strong, with more than 90% employed in teaching positions within their first year of graduating. Advanced program completers' employment rates are very strong with 94% and above completer employment rate trends by both institutions.

### Initial Undergraduate Program Employment Rate

EPP	2018-2019	2019-2020	2020-2021	2021-2022
Fisher SoE	83%	88%	89%	90%
SUNY B	N/A	85%	84%	94%

### Initial Graduate Program Employment Rate

EPP	2018-2019	2019-2020	2020-2021	2021-2022
Fisher SoE	94%	93%	100%	94%
SUNY B	N/A	100%	100%	100%

### Advanced Program Employment Rate

EPP	2018-2019	2019-2020	2020-2021	2021-2022
Fisher SoE	93%	100%	100%	100%
SUNY B	N/A	92%	96%	100%

### The Initial Program Preparation Completer Survey

The Initial Program Preparation Completer Survey is administered to completers of the program one to three years after graduation. The purpose of the assessment is to assess the satisfaction of completers regarding how they perceive their preparation as relevant to the responsibilities they confront on the job and that the preparation was effective for the ability of the completers to be hired in education positions for which they have been prepared. The items are aligned to the specific InTASC Standards. Survey results are tabulated and reported in a format that aligns question items to the CAEP Standards for Initial -Licensure Preparation. This alignment allows for the analysis of common skill areas across all initial programs. Data from surveys provide important information for the EPP to use in analyzing the consequences of the preparation courses and experiences. The unit uses the data gathered from completers as part of its Quality Assurance System (QAS) and data are analyzed at the unit and program level and with advisory boards.

The most recent survey sent in fall 2022 was distributed to graduates one year after completing the program, meaning that the most recent survey was distributed to 2020-2021 program completers. Three cycles of survey results are provided including 2018-2019, 2019-2020, and 2020-2021 of all Initial Preparation Programs; response rates are 42%, 37%, and 26% respectively. The response rates have continued to drop year after year, the EPP is investigating other ways to reach initial completers to check-in.

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 (96% of 2018-2019, 95% of 2019-2020, and 87% of 2020-2021) across all initial certification programs rated their education 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. Complete data can be found in Appendix A below.

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) Across All Three Administrations

Responses to the surveys show that completers believe that Fisher effectively prepared them to: recognize individual patterns in learners' growth and development, understand individual differences and diverse cultures, and create collaborative learning environments that encourage social interaction, active engagement, and self-motivation.

• 92-100% of program completers indicated that their program was *highly effective/effective* in preparing them in the aforementioned areas across the three administrations. These results corroborate our program's focus on planning for diverse learners.

### Content Knowledge (InTASC Standards 4 & 5) Across All Three Administrations

Responses to the surveys show that, overall, program completers from Fisher 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. On the overall ratings on these standards over the three administrations, completers ranked their preparation *as highly effective/effective* averaging 96% for all three years.

#### Instructional Practices (InTASC Standards 6, 7 & 8) Across All Three Administrations

An average of 94% for the last three years (98%, 93%, and 89%) of program completers rated their education preparation program as *highly effective/effective* in their ability to:

- understand and use multiple methods of assessment to engage learners in their own growth to monitor learning programs
- guide the teacher's and learner's decision-making. Regarding planning instruction that supports every student in meeting rigorous goals, and;
- planning learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy

### Professional Responsibilities (InTASC Standards 9 &10) Across All Three Administrations

Over three administrations, 94% of completers perceived they were highly effective/effectively prepared to:

- engage in ongoing professional learning and use evidence to continually evaluate one's practice (96%)
- collaborate with learners, families, and others to ensure learner growth and advance the profession (88%), and;
- understand the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy (98%)

### Technology Thread (InTASC Standard 8) Across All Three Administrations

Responses to the surveys show that, overall, program completers from Fisher rated their education preparation program as *highly effective/effective* in their level of satisfaction regarding the program ensuring that completers have access to the resources required for learning including technology, facilities, and personnel. On the overall ratings on this thread, completers ranked their preparation *as highly effective/effective*, averaging 96% for all three years (95% in 2020, 96% in 2021, and 100% in 2022). This finding is corroborated by the findings of our employer survey where technology was identified as a strength of our completers.

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

In December 2020, the CAEP Board approved the 2022 CAEP Revised Standards for Initial-Licensure Preparation. The 2022 CAEP Revised Standards were written with the intention to assist EPPs to better support candidates' preparation to address diversity, equity, and inclusion found in P-12 classrooms in concert with the ten Professional InTASC Standards. As a result, during the fall 2020 Employer Survey administration, employers of initial completers were asked questions regarding candidates' preparation to address diversity, equity, and inclusion. A stakeholder group met on February 8, 2021, to analyze the fall 2020 Employer Survey data. Upon analysis, the stakeholder group recommended that similar questions should be asked of initial completers in the next administration in fall 2021. As a result, completers were asked the extent to which they agree that the Fisher program prepared graduates to demonstrate skills and responsibilities in their job to:

- address the needs of diverse students and families, including those from varied races, ethnicities, cultural backgrounds, and exceptional groups. (CAEP R 1.1, R 1.3) (92%)
- engage students and/or staff on topics and issues of race, ethnicity, and culture (CAEP R 1.1, R 1.2, R 1.3) (92%)
- communicate effectively with culturally and racially diverse parents and/or guardians (CAEP R1.4) (69%)

Responses from the fall 2022 survey show that 100% of the 2020-2021 completers reported that they worked with students and families from diverse, ethnic, racial, socioeconomic, and exceptional groups during their clinical experiences. Of the completers surveyed, 100% agreed that their clinical experiences provided them with a rich experience to plan culturally responsive sustaining instruction that addresses the needs of diverse learners. In addition, 100% of completers perceived that they were highly effective/effectively prepared to engage students on topics and issues of diversity. However, 69% of completers perceived that they were highly effective/effectively prepared to communicate with diverse parents and/or guardians. Completer data results will be continued to be explored through the Quality Assurance System to ensure that the EPP is developing strategies to support diversity, equity, and inclusion embedded throughout the instructional program. Program Chairs reviewed the completer data during a fall 2021 Dean's Council meeting and determined that diversity, equity, and inclusion were areas that needed to be addressed throughout the initial program curriculum. The Program Chair and faculty reviewed the results during subsequent department meetings and developed a diversity action plan to review the curriculum to increase completers' opportunities and capacity to work with students from diverse ethnic, racial, and socioeconomic, and exceptional groups.

### Benchmarks and Comparisons Fisher Initial Teacher Preparation Completer Survey

St. John Fisher University (Fisher), School of Education (SoE) compared its Initial Teacher Preparation Completer Survey to the SUNY A Initial Teacher Completer Survey. Three-year comparisons are provided with the three iterations of data. SUNY A. While the survey question items were not exactly the same, both survey responses were coded by InTASC category (Learner and Learning, Content, Instructional Practice, and Professional Responsibility) and then compared. SUNY A was chosen because the institution offers similar programs to ours and is a competitor for candidates in the upstate New York Region.

The method for calculating was by taking all questions that were categorized (aligned) to the four categories of InTASC and calculating percentages. Fisher was a percent rating highly effective/effective/ineffective/highly ineffective. SUNY A rated candidates Strongly Agree/Agree/Neutral/Strongly Disagree/Disagree. Comparisons across all InTASC standards for the three cycles show that the majority of St. John Fisher's, SoE's Initial Completers and SUNY A Initial Completers find that their preparation programs sufficiently prepared them in the InTASC categories of content knowledge, instructional practice, learner, and learning and professional responsibilities. The 95% of St. John Fisher's fall 2020 alumni completers selected highly effective/effective in response to how their education prepared them for their current roles, this is compared with 84% of SUNY A 2020 completers selecting strongly agree/agree on their level of preparation across all areas.

### Benchmark and Comparison Chart

	Category 1: The Learner & Learning (SUNY A-5, 7, 10-11, 14-15, 18-19, 22-23)		Category 2: Content (SUNY A-1, 3-4, 20, 24)		Practice (S	Instructional UNY A-2, 9, 16)	Category 4: Professional Responsibility (SUNY A- 6, 8, 12, 17, 21)		
	SA & A	SD & D	SA & A	SD & D	SA & A	SD & D	SA & A	SD & D	
SUNY A 2018 n=67	84	16	91	9	95	5	89	11	
	HE & E	I & HI	HE & E	I & HI	HE & E	I & HI	HE & E	I & HI	
SJFC 2018 n= 13	100	0	69	31	92	8	92	8	
	and Learnin 5,7,10-11,	The Learner ag ( Cortland- 14-15,18-19,		2: Content ,3-4,20,24)	Practice(C	Instructional ortland-2,9,	Responsibil	Professional ity(Cortland- ,17,21)	
	SA & A	DA & D	SA & A	DA & D	SA & A	DA & D	SA & A	DA & D	
SUNY A 2019 n=80	81	19	87	13	90	10	86	14	
	HE & E	I & HI	HE & E	I & HI	HE & E	I & HI	HE & E	I & HI	
SJFC 2019 n=18	98	2	89	11	100	0	100	0	
	and Learnin 5,7,10-11,	The Learner gg ( Cortland-14-15,18-19,	Cortland- 15,18-19, Category 2: Content (Cortland-1, 3-4, 20, 24)		Practice(C	Instructional ortland-2,9,	Category 4: Professional Responsibility(Cortland- 6, 8, 12, 17, 21)		
	SA & A	DA & D	SA & A	DA & D	SA & A	DA & D	SA & A	DA & D	
SUNY A 2020 n=86	82	18	83	17	89	11	85	15	
	HE & E	I & HI	HE & E	I & HI	HE & E	I & HI	HE & E	I & HI	
SJFC 2020 n=25	97	3	100	0	93	7	94	6	

### Advanced Teacher and Leader Preparation Completer Survey

The Advanced Teacher and Leader Preparation Completer Survey is administered to completers of the program one to three years after graduation. The purpose of the assessment is to assess satisfaction of completers regarding how they perceive their preparation as relevant to the responsibilities they confront on the job and that the preparation was effective. Each program has its own completer

survey and items align to the specific program's professional standards. Survey results are tabulated and reported in a format that aligns question items to the CAEP Standards for Advanced Level Preparation and/or Program Skills for Specialty Areas. This alignment allows for analysis of common skill areas across programs. Data from surveys provide important information for the EPP to use in analyzing the consequences of the preparation courses and experiences. Results are used to inform unit and program level programming as part of the Quality Assurance System (QAS) of continuous improvement.

The survey is administered annually through Qualtrics software with two reminders to participants. A pilot survey was administered in 2018 and feedback solicited from pilot participants was conducted in fall 2019. The feedback indicated that the survey should be modified to include items similar to the items asked on the Employer Survey so there could be comparative data. The advanced completer survey was revised in early fall 2019 and administered in late fall 2019. Response rates for the Advanced Teacher and Leaders Preparation Completer Surveys are denoted below by program:

Advanced-Level Program	Survey Administration Year	Response Rate
MS in Literacy	2019	60%
MS in Literacy	2020	50%
MS in Literacy	2021	100%
MS in Literacy	2022	
MS in Library Media	2019	57%
MS in Library Media	2020	38%
MS in Library Media	2021	50%
MS in Library Media	2022	38%
MS in Educational Leadership	2019	88%
MS in Educational Leadership	2020	60%
MS in Educational Leadership	2021	73%
MS in Educational Leadership	2022	25%

The following survey results from fall 2021 and fall 2022 describe Advanced Teacher and Leader completer satisfaction of how effectively the preparation program prepared completers for the skills and job responsibilities in the areas of CAEP Advanced-level specialized skills as well as their ability of completers to be hired in education positions for which they have been prepared. The fall 2021 completer survey describes completer satisfaction of how effectively the preparation program prepared completers for the skill and job responsibilities in the areas of the Revised CAEP 2022 Advanced-level specialized skills. Overall, completers of all programs (MS in Literacy B-6, 5-12 and B-12, MS in Library Media, MS in Educational Leadership School District and School Building Leader) indicate that their preparation programs prepared them effectively for their responsibilities in their certification areas as measured through the CAEP Advanced-level specialized skills. There were no completers in MS in Literacy program. Complete data can be found in **Appendix B** below.

### Application of Data Literacy

- MS in Library Media (GLMS) completers indicated that their program was 100% highly effective/effective in preparing them in the area of data literacy for the last two administration cycles.
- 100% of MS Literacy completers in 2021 perceive their preparation in the area of data literacy as strong
- 100% of MS in Educational Leadership GBDL completers perceive their preparation in the area of employing data analysis as strong for the last two administration cycles

### Use of Research and Understanding of Qualitative and/or Mixed Methods Research Methodologies

- 80% of MS in Library Media completers in 2021 and 100% of MS in Library Media completers in 2022 agree that they were prepared to use research methods to support their work.
- 100% of MS in Literacy in 2021 completers agreed that they were strongly prepared to use research methods to support their work.
- 67% of MS in Educational Leadership in 2021 and 100% of MS in Educational Leadership in 2022 agree that they were prepared to use research methods to support their work.

### Employment of data analysis and evidence to develop supportive school environments

- 100% in 2021 of MS in Literacy (GRDG) completers strongly agreed/agreed their program prepared them in the area of employing data analysis to support school environments.
- 100% of MS in Library Media (GLMS) completers in all three administrations agreed/strongly agreed that their program preparation prepared them to use data analysis to enhance and improve the development of supportive environments.

• 50% of 2021 of MS in Educational Leadership (GBDL) agree/strongly agree; whereas 50% were neutral that their program preparation prepared them to use data analysis to enhance and improve the development of supportive environments. This increased to 100% in 2022 of MS in Educational Leadership (GBDL) agree/strongly agree that their program preparation prepared them to use data analysis to enhance and improve the development of supportive environments.

### Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents

• 100% of completers from MS in Literacy (2021) and MS in Library Media (GLMS) (2021 & 2022) completers indicated that they perceive their preparation to be highly effective/effective in the area of collaboration. One hundred percent of 2021 and 2022 MS in Educational Leadership (GBDL) program completers thought that they were highly prepared to collaborate.

### Supporting appropriate applications of appropriate technology *for their field of specialization*

- 100% of MS in Literacy completers in 2021 strongly agreed/agreed their preparation in this area was sufficient.
- 100% of MS Library Media completers in 2021, and 67% of MS Library Media completers in 2022 strongly agreed/agreed their preparation in this area was sufficient, with 33% selecting that they felt neutral on their preparedness.
- 67% of MS in Educational Leadership 2021 completers strongly agree; whereas 33% were neutral that their preparation in this area was sufficient. Whereas, 100% of MS in Educational Leadership completers in 2022 strongly agreed/agreed their preparation in this area was sufficient.

### Application of professional dispositions, laws and policies, codes of ethics and professional standards *appropriate to their field of specialization*

- 100% of all MS in Literacy completers in 2021 agreed/strongly agreed that their program preparation enabled them to effectively recognize, and understand diversity, advocate for equity, and influence local and state or national policy decisions.
- 100% in 2021 and 2022 of MS in Library Media (GLMS) completers agreed/strongly agreed that their program preparation enabled them to effectively recognize, and understand diversity, advocate for equity, and influence local and state or national policy decisions.
- In 2021, 67% of MS in Educational Leadership completers strongly agree; whereas 33% were neutral that their preparation in this area was sufficient. 100% of completers in 2022 from the MS in Educational Leadership program strongly agree/agree that their

preparation enabled them to act with integrity and fairness, and assure a school system of accountability for every student's academic and social success.

New questions are reflective of diversity, equity, and inclusion and were added to the 2020 survey. This area is an initiative focus area for the Fisher School of Education and this data reflects baseline data on completers.

- 100% of MS in Ed Leadership (2022), and 100% of MS in Library Media (2022) completers agreed/strongly agreed that their program preparation enabled them to effectively address the needs of diverse learners, including students from varied races, ethnicities, and cultural backgrounds. (CAEP R 1.1, R 1.2, R 1.3)
- 100% of MS in Literacy, 100% of MS in Educational leadership (up 83% from 2021), and 100% of MS in Library Media (2021 & 2022) completers agreed/strongly agreed that their program preparation enabled them to Effectively engage students and/or staff on topics and issues of race, ethnicity, and culture. (CAEP R 1.1, R 1.2, R 1.3)
- 100% of MS in Literacy (2021), 100% of MS in Educational Leadership (2022) (up 83% from 2021), and 100% of MS in Library Media (2021 & 2022) completers agreed/strongly agreed that their program preparation enabled them to effectively Communicate effectively with culturally and racially diverse parents and/or guardians. (CAEP R1.4)

### Benchmark and Comparison Data

The following chart represents comparative data between St. John Fisher University's School of Education 2020-2021 Advanced Teacher and Leader Completer Survey and the results from a State University of New York (SUNY) College in upstate New York 2020 because of program similarities. Advanced survey results are presented to represent percent of advanced level completer's perception of preparation in the six CAEP professional skills. The SUNY scale was a 4-point scale. It should be noted that SUNY's scale for agreement was Strongly agree, Agree, Disagree, Strongly disagree. The Fisher scale was a 5-point scale – Strongly agree, Agree, Neutral, Disagree and Strongly disagree. The majority of completers from both institutions selected that they strongly agree/agree that they are prepared as denoted by percentages across the six professional areas.

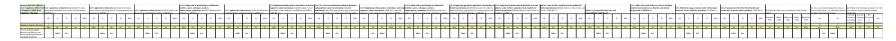
	Advanced Programs Completer Survey from 2020 SUNY SoE and 2020 Fisher SoE Comparison Chart  Comparison of Percent Scoring Strongly Agree/Agree and Strongly Disagree/Disagree on Six Advanced Professional Skills											
Compar	ison of Pe	rcent Sco	ring Stron	gly Agree	/Agree an	d Strongly	y Disagre	e/Disagre	e on Six A	dvanced l	Professior	al Skills
	Data L	iteracy	Use of I	Research		ment of analysis		orative vities		ation of nology	Application Profession Disposition Ethics	nal
	SA&A	DA&D	SA&A	DA&D	SA&A	DA&D	SA&A	DA&D	SA&A	DA&D	SA&A	DA&D
SUNY SoE n=26	93	7	96	4	89	11	92	8	93	7	96	4
	SA&A	DA&D	SA&A	DA&D	SA&A	DA&D	SA&A	DA&D	SA&A	DA&D	SA&A	DA&D
Fisher SOE n=6	100	0	100	0	100	0	100	0	83	0	92	3
neutral									17			

### Appendix A: Initial Teacher Preparation Completer Survey

1.1														
Survey 2017-2018 Completers.	Q Ha. Leamer & Learning How	Q15b. Learner & Learning; How	Q18c Learner & Learning Nov.	Q19a. Content Knowledge; Nov.	Q19b. Content Knowledge; How	Q2 (ts. In structional Practice; Nov	Q206. Instructional Practice;	Q20c. Instructional Practice;	Q21a. Professional	Q21b. Professional	Q21 c Professional	Q1 for Technology Thread; Rate the	Q 16b. Diversity Thread; Rate the	Q 16c. Diversity Thread; Rate the
Questions Administered, Fall 2019 (pr. 18 out of 41 ) 44% manages	effective was your education mensaration or occurs in enhancing	effective was your education preparation pro-stam in enfancing your	diffictive was your education preparation program in enhancing	effective was your education preparation program in enhancing	effective was your education preparation program in enhancing	effective war, your education preparation program is enhancing you	Now affective was your education recoveration two stars in columnias	How effective was your education men gration program is enhancing	Responsibility; Now affective was	Responsibility; Now effective was your education preparation program	Responsibility; Now disclike was	statement with the best description of	statement with the best description of your level of satisfaction. My clinical	distances with the hest description of your level of satisfaction. During my
rate.	your ability to. Understand how	ability to . Use understanding of	your ability to. Create individual and	your ab lity to. Understand the central	your ability to. Create learning		your ability to. Plan instruction that	your ability to. Understands and	in enhancing your ability to Engage it	in enhancing your ability to.	in enhancing your ability to.	program around access to the	experiences (practicum and student	dinkalexperiences I worked with
	learners grow and develop and	individual differences and diverse	collaborative learning environments.	concepts, tools of inquiry, and	experiences that make the discipline	methods of amenened to engage	supports every student in meeting	uses a variety of instructional	o spoint professionalliaming and use	Collaborate with learners, firmles,	Understand the expectations of the	necources required for learning (e.g.,	teaching) provided rich clinical	students from diverse other, racial,
	necognize that patterns of learning and	cultures and communities to design	that encourage world interaction,	structures of the discipline(s) you	acceptible and meaningful for learner	karners in their own growth, to	riporous learning goals by drawing	strategies to encourage learners to	evidence to continually evaluate	co leagues, other school	pro timion including codes of effice.	technology, facilities, personnelly.	experiences to develop, practice,	recip can remic and exceptional
	development vary individually within	inclusive learning experiences that	active engagement and self-	teach? C AEP	to assure markey of the context?	mentor learning progress, and to gold	upo n know kdps of content areas,	develop deep understanding of	one's practice to more effectively	professionals and community	pro Bresional standards of practice,	CALP	demonstrate, and reflect upon my	group s. C.AEP 4.2,4.45.2,5.4,5.5.
	and across the copyritive, linguistic, social, emotional and physical areas?	emble each karmer to meet high standards? CAEP 4.2.4.4.5.2.5.4.	motivation? CATP 42.4.4.5.25.4.5.5. InTASC 3.	4.24.4.5.2.5.45.5.InTASC 4.	CAEP 4.2.4.4.52.5.4.5.5. INTASC	the teacher's and learners' decision- making, C AEP	curriculum, cross-disciplinary skills, and pedagopy, as wellas know indo	content areas and their connections, and to build skills to apply	meet the needs of each learner? CARP 42.4.4.5.2.54.5.5 brEASC	members to ensure learner provits and advance the profession? CAEP	and relevant law and policy? CALP 4.24.4.5.2.5.45.5 InTASC 9.	4.2, 4.4, 5.2, 5.4, 5.5. Technology Thread.	knowledge, skills and depositions CAIP	
	CAEP 4.2,44, 5.2, 5.4, 5.5.	5.5 InTASC 2.	42,443,25,453, INTAGE 3		3.	42.445.254.55 InTASC 6.	of itemers and the community	know kidos in meaninofal	CAIP 42/8/A5/25/8/55/BIASC	47.4457.5455b/TASC 10	4.28.45.25.45.5.BEASE V.	Inva.a.	47.4457.5455.bcT450.9	
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Number of Student Responses	10 8	9 8 1	10 5	7 9 2	9 7 2	9 9	10 8	9 9	10 S H	11 7	9 9	11 7	12 6	9 9
	55% 45% 0% 0%	50% 44% 6% 0%	55% 45% 0% 0%	39% 50% 11% 7%	50% 3.9% 11% 0%	50% 50% 0% 0%	56% 46% 0% 0%	50% 50% 0% 0%	56% 44% 0% 0%	61% 39% 6% 6%	50% 50% 0% 0%	6.1% 39% 0% 0%	67% 33% 0% 0%	50% 50% 0% 0%
Percentage Rating Highly Effective and														
Effective AND Percentage Rating Ineffective and Hebb Ineffective	100% 0%	94% 6%	100% 0%	89% 11%	89% 11%	100% 0%	100% 8%	100% 0%	100% 0%	100% 6%	100% 0%	100% 0%	100% 0%	100% 0%
Survey 2018-2019 Completers.	Q18a Learner & Learning Nov	Q18b. Learner & Learning; Nov	Q18c Learner & Learning: Nov	Q19a. Content Knowledge; Nov.	Q1 %. Content Knowledge; Now	Q2 (ts. In structional Fractice; Nov.	Q20b. Instructional Practice :	Q20c. Instructional Practice;	Q21s. Professional	Q21b. Professional	Q21 c. Professional	QI to. Technology Thread; Rate the	Q16b. Diversity Thread; Rate the	Olfic. Diversity Thread; Rate the
Que stions Administered, Fall 20 20	effective was your education	effective was your education	disting was your education	effective was your education	effective was your education	effective war, your education	Now effective was your education	Now effective was your education	Responsibility; Now effective was	Responsibility: How effective was	Responsibility; How effective was	statement with the best description of	statement with the best description of	d statement with the best discription of
(n=21 out of 50 ) 42 % mapo me	preparation program in enhancing	preparation pro gram in enhancing your	preparation program in enhancing	p np aration program in enhancing	preparation program in enhancing	preparation program in enhancing you	preparation program in enhancing	proparation program in enhancing	your education preparation program	your education preparation program	n yeur educate a preparation program	your level of satisfaction. The	your level of satisfaction. My clinical	your level of satisfaction. During my
rafe.	your ability to. Understand how	ability to . Use understanding of	your ability to. Create individual and	your ability to. Linderstand the central	your ability to. Create learning	ability to. Understand and use multiple		your ability to. Understands and	in enhancing your ability to Engage it	in enhancing your ability to.	inenhancing your ability to.	program assured access to the	experiences (practicum and student	ditical experiences I worked with
	karners grow and develop and necognize that patterns of karning and	individual differences and diverse cultures and communities to design	collaborative learning anvironments that encourage recial interaction,	concepts, tools of inquiry, and structures of the discipline(s) you	experiences that make the discipline acceptible and meaningful for learner	methods of americant to engage karners in their own growth, to	supports every student in marting riporous learning goals by drawing	usas a variety of instructional strategies to encourage learners to	orgoing professionallisaming and use evidence to continually evaluate	Collaborate with learners, timiles, colleagues, other school	Understand the expectations of the profession including codes of others.	newources required for learning (e.g., technology, facilities, personnel).	teaching) provided rich clinical experiences to develop, practice,	students from diverse ethnic, racial, socio eco no mic, and exceptio nai
	development vary individually within	includes learning experiences that	active engagement and self-	structures of the discipline(s) you teach? CAEP	to assure markery of the context?	menter karring progress, and to guid	rigorous warrang goals by drawing upon know indos of content areas,	develop deep understanding of	one's practice to more effectively	professionals and community	pro Breson including codes of effects, pro Bresional standards of practice.	CALP	demonstrate, and reflect upon my	groups CAEP 4.2.4.45.2.5.4.5.5.
	and across the cognitive, linguistic,	emble each learner to meet high	metration? CATP	4.2,4.4,5.2,5.4,5.5.httASC 4.	CALP 4.2,4.4,52,5.4,5.5. InTASC	the teacher's and learners' decision-	curriculum, cross-disciplinary skills.	content argue and their connections,	met the needs of each larmer?	members to ensure learner growth	and relevant law and policy? CALP	4.2,4.4,52,5.4,5.5 Technology	knowledge, skills and	
	recisil, emetional and physical areas?	randerd/C CAEP 4.2, 4.4, 5.2, 5.4,	4.2,4.4,5.2,5.4,5.5. InTASC 3.		5.	making, CAEP	and pedagogy, as well as knowledge	and to build skills to apply	CAIP 42,64,52,54,5.5 listasc	and advance the pro@mion? CAEP	4.2,4.4,5.2,5.4,5.5.InTASC 9.	Thread.	dapos Bons CAIP	
	CAEP 4.2,44, 5.2, 5.4, 5.5. INTASC 1.	5.5. InTASC 2.	1			4.2,44,5.2,5.4,55.InTASC 6.	of learners and the community context, CAIP 42.4.4.5.2.54.5.5	know kidge in meaningful wave CARP42.4.4.5.2.54.5.5.	9.	4.2,4.4,5.2,5.4,5.5 InTASC 10.			4.2,44,5.2,5.4,55.htTASC 9.	
	miASC 1.	1	l	İ	1		context. CAIP 42,4.4,5.2,54,5.5 InTASC 7.	ways.CAEP42,8.4,5.2,54,5.5. InTASC 8.				1		1
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					NE E I NI	HE E 1 H	HE E I HI				NE E 1 N	SA A D SDA	NA A D NOA	NA A D NOA
Number of Student Responses	8 13	11 10	13 8	4 17	5 16	10 11	8 13	8 12 1	10 11	8 11 2	11 10	9 11 1	10 9 2	11 8 2
	38% 62% 0% 0%	52% 48% 6% 6%	62% 38% 0% 0%	19% 81% 0% 0%	24% 76% 8% 8%	48% 52% 8% 8%	33% 62% 0% 0%	38% 57% 5% 0%	48% 52% 0% 0%	38% 52% 10% 0%	52% 48% 8% 8%	43% 52% 5% 6%	48% 43% 9% 8%	52% 38% 10% 0%
Percentage Rating Highly Effective and Effective AND Percentage Rating	188% 8%	188% 8%	1885 85	100% 0%	1895 8%	100% 0%	100% 8%	95% 5%	100% 0%	90% 10%	100% 8%	95% 5%	91% 9%	98% 18%
Indicate and Hely Indicate	100-5	100.5	1000 000	1000	1000	100%	1000	90734 2734	1000	W-12 10-12	100.5	W-1 3-1	112 112	70.2 10.2
Survey 2019-2020 Completery.	O7a. Learner & Learning How	07b. Learner & Learning: Nov	O7c. Learner & Learning: How											
				QNa. Conto at Knowle dge; Now	Q3b. Content Knowledge; How	Q9a. Instructional Practice; How	Q9b. In structional Practice; Nov	Q9c. Instructional Fractice; Hos	Q 10s. Pro feesional	Q16b. Pro fessional	Q10c Professional	Q11a. Technology Thread; Rate	Q11b. Diversity Thread; Rate the	Q11c. Diversity Thread; Rate the
Que stions Administered, Bill 2021	effective was your education	effective was your education	effective was your education	effective was your education	effective was your education	effective was your education	effective was your education	effective was your education	Responsibility; Now effective was	Responsibility: Co laborate with	Responsibility; Now effective was	the statement with the best	statement with the hest description of	distances with the hest discription of
Que stions: A dminh torod. Fall 20 21 (n=25 out of 67) 37 % maps use	effective was your education preparation program in enhancing	effective was your education preparation pro-gram in enhancing your	effective was your education preparation program in enhancing	effective was your education preparation program in enhancing	effective was your education preparation program in enhancing	effective was your education preparation program in enhancing you	effective was your education preparation pro-gram in enhancing	effective was your education preparation program is enhancing	Responsibility; How effective was your education preparation program	Responsibility: Co laborate with diverse learners, further,	Responsibility; How effective was your education preparation program	the statement with the best description of your level of	statement with the best description of your level of state faction. My clinical	distances to the fee best discription of your level of satisfaction. During my
	effective was your education	effective was your education	effective was your education preparation program in erhancing your ability to. Create individual and collaborative learning environments	effective was your education preparation program in arbancing your ab fity to. Understand the central concepts, tools of inquity, and	effective was your education	effective war your education preparation program in enhancing you ability to. Understandand use multiple method's of assessment to engage	effective was your education	effective was your education	Responsibility; Now effective was	Responsibility: Co laborate with	Responsibility; Now effective was	the statement with the best description of your level of satisfaction. The pro-gram ensured access to the resources required for	statement with the hest description of	distances with the best discription of lyour level of satisfaction. During my discalesperiences I'v orked with students from diverse ethnic, racial.
	effective was your education preparation program in enhancing your ability to. Understand how knames grow and develop and occoprise that patterns of knaming and	effective was your education preparation pro-gram in enhancing your ability to. Use understanding of individual differences and diverse cultures and communities to design	effective was your education preparation program in enhancing your ability to. Create individual and collaborative learning environments that encourage would interaction.	effective war your education proparation program in unhancing your ability to. Understand the central concepts, tools of inquity, and structures of the content area(s) you	effective was your education preparation program in orbancing your ability to. Create learning operionees that make the content equitable and includes the disease	effective was your education preparation program is orbancing you ability to. Understand and use multiple methods of assessment to engage learners in their own pro with, to	effective was your education preparation program in enhancing your ability to. Plan instruction that supports every student in meeting riporous isaming goals by drawing	effective was your education preparation program is enhancing your ability to. Understands and uses a variety of instructional strategies to deepen understanding	Responsibility; flow effective was your education preparation program in enhancing your ability to linguise is ongoing professional learning and use evidence to continually evaluate	Responsibility: Collaborate with dware learners, families, colleagues, other school professionals, and community members to course learner prosts	Responsibility; flow effective was your education preparation program in enhancing your ability to. Understand the expectations of the profession including codes of ethics,	the statement with the best description of your level of state faction. The proption ensured access to the resources required for karming (e.g., technology, facilities,	statement with the best description of your level of statediction. My clinical experiences (practicum and student teaching) provided rich clinical experiences to develop, practice,	distances with the best discription of your level of satisfaction. During my clinical experiences I'v orked with students from diverse ethnic, racial, socio-economic and exceptional
	effective was your education preparation program in enhancing your ability to. Understand how known grow and develop and recognize that patterns of knowing and development vary individually within	effective was your education preparation pro-gram in enhancing your ability to. The understanding of individual differences and diverse cultures and communities to design includes is arming experiences that	effective was your education preparation program in enhancing your ability to. Create individual and collaborative learning environments that encourage social interaction, active engagement and self-	effective war your education preparation program in enhancing your ability to Understand the central concepts, tools of inquiry, and structures of the content area(s) you teach? (CAEP R.4.1, R.5.2, R.5.2,	effective was your education preparation program in enhancing your ability to. Create learning up princes that make the content equatable and inclusive the diserve learning to assure matery of the	effective was your education preparation program in enhancing you ability to. Understand and use multiple method s of a wewment to engage learners in their own growth, to mentor learning progress, and to push	effective was your education reparation program in enfancing your ability to. Plan interaction that supports every student immediate reports karning goals by drawing upon know kidpe of content areas,	effective was your education preparation program in enhancing your ability to. Understands and use a variety of intentional strategies to deepen understanding of contast areas and to provide	Responsibility; How effective was your education preparation program in enforcing your ability to Engage it o moving professional learning and use evidence to continually evaluate one's practice to move effectively	Responsibility: Collaborate with dwarme learners, families, collangues, other school professionals, and community members to ensure learner growth and advance the profession/(CALP)	Responsibility; How effective was your education preparation program in enhancing your ability to. Understand the expectations of the professional standards of practice, professional standards of practice,	the statement with the best description of your level of state School. The program ensured access to the nessures required for karning (e.p., technology, Schlaus, personnel). (C.ALF Sch. 1, 24.3).	statement with the host discription of your level of statediction. My clinical experiences (practicum and stated teaching) provided rich clinical experiences to develop, practice, demonstrate, and reflect upon my	distance of the best description of your level of test the control of discales per tences I worked with students from diverse either, recisi, socio-economic and exceptional groups (CALP R4.1, R4.5, R5.2
	effective was your education preparation program in enhancing your ability to. Understand how knames grow and develop and occoprise that patterns of knaming and	effective was your education preparation pro-gram in enhancing your ability to. Use understanding of individual differences and diverse cultures and communities to design	effective was your education preparation program in enhancing your ability to. Create individual and collaborative learning environments that encourage would interaction.	effective war your education proparation program in unhancing your ability to. Understand the central concepts, tools of inquity, and structures of the content area(s) you	effective was your education preparation program in orbancing your ability to. Create learning operionees that make the content equitable and includes the disease	effective was your education preparation program is orbancing you ability to. Understand and use multiple methods of assessment to engage learners in their own pro with, to	effective was your education preparation pro-gram in enhancing your ability to. Plan interaction that supports every student immeeting, riporous karming poals by drawing upon know indoor of content areas, curricaling, cross-disciplinary is the	effective was your education preparation propriate in enhancing your ability to. Understands and uses a variety of retructional strategies to deepen understanding of contest areas and to provide equipment and inclusive learning	Responsibility; flow effective was your education preparation program in enhancing your ability to linguise is ongoing professional learning and use evidence to continually evaluate	Responsibility: Collaborate with dware learners, families, colleagues, other school professionals, and community members to course learner prosts	Responsibility; flow effective was your education preparation program in enhancing your ability to. Understand the expectations of the profession including codes of ethics,	the statement with the best description of your level of state faction. The proption ensured access to the resources required for karming (e.g., technology, facilities,	statement with the best description of your level of statediction. My clinical experiences (practicum and student teaching) provided rich clinical experiences to develop, practice,	distances with the best discription of your level of satisfaction. During my clinical experiences I'v orked with students from diverse ethnic, racial, socio-economic and exceptional
	effective was your education preparation program in enhancing your ability to. Understand how knames grow and develop and exceptive that patterns of knaming and deceip penent vary individually within and across the cognitive, linguistic,	effective was your education preparation pro-gram in enhancing-your ability to. Use understanding off individual differences and diverse caltures and communities to design inclusive learning experiences that enable each kerner to meet high	effective was your education preparation program in estancing your ability to. Create individual and collaborative learning environments that encourage secial interaction, active engagement and self- motivation? (CAEP RA I, RA I,	effective war your education preparation program in enhancing your ability to Understand the central concepts, tools of inquiry, and structures of the content area(s) you teach? (CAEP R.4.1, R.5.2, R.5.2,	effective was your education preparation program in estimating your ability in. Create learning op-arisaces that make the content equitable and include the district learning to assure mastery of the content (CAIP R4.1, R4.5, R5.2,	effective war your education preparation program is enhancing you ability in. Understand and use multiple methods of an exement to engage karners in their own pro with, in monter learning progress, and in paid the teacher's and learners' decision-	effective was your education ing preparation pro-prain in enhancing your ability so. Was interaction that sup-ports every student inmeeting riporous learning poals by drawing upon know ledge of content areas, curriculum, cross-disciplinary skills and pedagony, as utilizate know kelly of learners and the comments.	effective was your education pep aution propriates programs in orbitation programs. No Understands and uses a variety of intractional readings to deepen understand proceeding areas another provide equable and tractions for district learning operations for district equations (CAPP R4.1, R4.3, R5.2.	Responsibility; lieve effective was your education program is enhancing your ability to lingups in exploring professional linearing and use evidence to continuably evaluate one's practice to more effectively meet the need's of diverse learners?	Responsibility: Collaborate with dwarme learners, families, collangues, other school professionals, and community members to ensure learner growth and advance the profession/(CALP)	Be sponsibility; flow effective was your educate a preparation program in enhancing your ability to Understand the expectations of the profession including codes of ethics, professional standards of practice, and relevant low and policy? (C. ALP	the statement with the best description of your level of state School. The program ensured access to the nessures required for karning (e.p., technology, Schlaus, personnel). (C.ALF Sch. 1, 24.3).	etakement with the best description of your level of statediction. My clinical experiences (practicum and student teaching) provided eight-clinical experiences to develop, practice, demonstrate, and reflect upon my knowledge, skills and	distance of the best description of your level of test the control of discales per tences I worked with students from diverse either, recisi, socio-economic and exceptional groups (CALP R4.1, R4.5, R5.2
	effective was your education preparation program in enhancing your ability to. Und entend how kearmen grow and develop and necognize that patterns of kearming and development vary ind wideaby within and across the cognitive, freguetic, social, emotional and physical areas?	effective was your education preparation pro-gram in enhancing your ability to. The understanding of individual differences and discrete enhances and communities to design inclusive learning experiences that emble each learner to meet high standards? (C.AEF R4.1, R4.5, R5.2,	effective was your education preparation program in estancing your ability to. Create individual and collaborative learning environments that encourage secial interaction, active engagement and self- motivation? (CAEP RA I, RA I,	effective war your education preparation program in enhancing your ability to Understand the central concepts, tools of inquiry, and structures of the content area(s) you teach? (CAEP R.4.1, R.5.2, R.5.2,	effective was your education preparation program in estimating your ability in. Create learning op-arisaces that make the content equitable and include the district learning to assure mastery of the content (CAIP R4.1, R4.5, R5.2,	effective war your education preparation program is enhancing on ability in. Understand and use multiple methods of an execute to engage learners in their own growth, to mentor learning program, and to paid the leacher's and learners' decision-making. (CAEP 24.1, 28.3, 25.2.	effective was your education parameter for parameter programs in orduncing your ability to. Then interaction that supports every student inmesting upon the parameter processes knowning coach by deep upon know kdge of content areas, curriculum, cross-disciplinary old in and pedagoogs, as wellfas know kdge of kamere and the community contest (CAEP 24.1, 84.5, 85.5, 85.2.	efficitive was your education prup aution program is enhancing your ability to. Understands and uses a variety of intenctional strategies to deepen understanding of content areas and to provide equable and inclusive learning experiences for diverse	Responsibility; flow effective ware your education preparation program in enhancing yourability to lingups in opining professionalillaming and use evidence to continuity evaluate one's practice to more effectively meet the need's off-downs learning (CAIP Rel., RAS, RS.2 InTASC	Responsibility: Collaborate with dwarme learners, families, collangues, other school professionals, and community members to ensure learner growth and advance the profession/(CALP)	Be sponsibility; flow effective was your educate a preparation program in enhancing your ability to Understand the expectations of the profession including codes of ethics, professional standards of practice, and relevant low and policy? (C. ALP	the statement with the best description of your level of state School. The program ensured access to the nessures required for karning (e.p., technology, Schlaus, personnel). (C.ALF Sch. 1, 24.3).	transment with the best description of your level of statedistion. My clinical experiences (practicum and student traching) provided rich clinical experiences to develop, practice, demonstrate, and reflect upon my knowled ps. skills and disposition(CAEP 28.4.1, 28.4.3,	distance of the best description of your level of test the control of discales per tences I worked with students from diverse either, recisi, socio-economic and exceptional groups (CALP R4.1, R4.5, R5.2
	effective was your education preparation program in enhancing your ability to. Und entend how kearmen grow and develop and necognize that patterns of kearming and development vary ind wideaby within and across the cognitive, freguetic, social, emotional and physical areas?	effective was your education preparation pro-gram in enhancing your ability to. The understanding of individual differences and discrete enhances and communities to design inclusive learning experiences that emble each learner to meet high standards? (C.AEF R4.1, R4.5, R5.2,	effective was your education preparation program in estancing your ability to. Create individual and collaborative learning environments that encourage secial interaction, active engagement and self- motivation? (CAEP RA I, RA I,	effective war your education preparation program in enhancing your ability to Understand the central concepts, tools of inquiry, and structures of the content area(s) you teach? (CAEP R.4.1, R.5.2, R.5.2,	effective was your education preparation program in estimating your ability in. Create learning op-arisaces that make the content equitable and include the district learning to assure mastery of the content (CAIP R4.1, R4.5, R5.2,	effective war your education preparation program is enhancing on ability in. Understand and use multiple methods of an execute to engage learners in their own growth, to mentor learning program, and to paid the leacher's and learners' decision-making. (CAEP 24.1, 28.3, 25.2.	effective was your education ing preparation pro-prain in enhancing your ability so. Was interaction that sup-ports every student inmeeting riporous learning poals by drawing upon know ledge of content areas, curriculum, cross-disciplinary skills and pedagony, as utilizate know kelly of learners and the comments.	effective was your education pep aution propriates programs in orbitation programs. No Understands and uses a variety of intractional readings to deepen understand proceeding areas another provide equable and tractions for district learning operations for district equations (CAPP R4.1, R4.3, R5.2.	Responsibility; flow effective ware your education preparation program in enhancing yourability to lingups in opining professionalillaming and use evidence to continuity evaluate one's practice to more effectively meet the need's off-downs learning (CAIP Rel., RAS, RS.2 InTASC	Responsibility: Collaborate with dwarme learners, families, collangues, other school professionals, and community members to ensure learner growth and advance the profession/(CALP)	Be sponsibility; flow effective was your educate a preparation program in enhancing your ability to Understand the expectations of the profession including codes of ethics, professional standards of practice, and relevant low and policy? (C. ALP	the statement with the best description of your level of state School. The program ensured access to the nessures required for karning (e.p., technology, Schlaus, personnel). (C.ALF Sch. 1, 24.3).	transment with the best description of your level of statedistion. My clinical experiences (practicum and student traching) provided rich clinical experiences to develop, practice, demonstrate, and reflect upon my knowled ps. skills and disposition(CAEP 28.4.1, 28.4.3,	distance of the best description of your level of test the control of discales per tences I worked with students from diverse either, recisi, socio-economic and exceptional groups (CALP R4.1, R4.5, R5.2
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### Appendix B: Advanced Teacher and Leader Preparation Completer Survey

### GRDG 2021



### GLMS 2021 & 2022



### GBDL 2021 & 2022 (no GEDL)

