

Mentor COMMUNITY

Demonstrating Accountability, Transparency, and Assessment (DATA)

CAEP Annual Reporting Measure 1: Completer Effectiveness and Impact on P-12 Learning Development

The Richard W. Riley
College of Education and Human Sciences

WALDEN UNIVERSITY
EDUCATION FOR GOOD®

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Data Collection Challenges During the Pandemic

The onset of the pandemic in Spring 2020 posed unprecedented challenges and opportunities for all educator preparation programs. As an online institution that has students located throughout the country, Walden is well-positioned to address many of the challenges posed by pandemic, but also to confront the logistical difficulties of ensuring effective learning experiences for candidates living and working in different states and school districts in varying stages of the pandemic.

In early Spring 2020, educator preparation program leadership was in the process of planning alumni and employer focus groups and collaborating with the university market research office to develop online communities where we could maintain connections with alumni and employers, collect recommendations and feedback in response to posted questions, and share resources. These plans were then paused as the program director, program coordinators, and field experience director and coordinators had to pivot their efforts to address the needs of candidates struggling to learn and teach during a pandemic.

Over the past two years, most of program leadership efforts have focused on securing adequate field experiences for candidates while schools closed, opened, closed, and opened again, and adjusting program requirements to accommodate changes in the availability of learning experiences and testing services while also meeting candidate needs for developing and applying critical competencies, and developing teaching and learning resources to help candidates, teachers, and families navigate the new educational landscape. We also wanted to be mindful of the challenges alumni and employers are facing as educational professionals during this time and did not want to place additional demands on them to participate in focus groups or other synchronous data collection efforts.

While we continue to administer web-based surveys to current students, alumni, and employers regularly and collect feedback and recommendations from our External Advisory Council quarterly, we are exploring new ways of collecting data that provide the breadth and depth of information needed to inform continuous improvement of our educator preparation programs.

Description of Evidence for Measure 1: Completer Effectiveness and Impact on P-12 Learning and Development

As an EPP offering programs to candidates in multiple states, accessing P-12 state-supported measures or value-added student achievement data specific to Walden's educator preparation program graduates has been an ongoing challenge. From 2015-2019, data were collected from a sample of MAT in Special Education program graduates in a multi-phase case study employing both quantitative and qualitative methods to gain insights into program completer effectiveness and their impact on P-12 learning and development. Results from the second phase of the study conducted from 2018-2019 are included below.

Surveys of alumni and employers are conducted annually both through the university's Office of Institutional Effectiveness and the Riley College of Education. Responses to the university-administered alumni and employer surveys specific to the educator preparation programs in the 2020-2021 reporting year are less than 10 and cannot be publicly reported, therefore overall survey results from the College of Education are presented below. Annual surveys targeted to graduates of the initial licensure programs (BS in Elementary Education and MAT in Special Education) have higher response rates and results from those surveys related to Measure 1 are also presented below.

Starting with the next administration of the Transition to Teaching Survey, administered annually to initial licensure program graduates in the spring, respondents will be asked to voluntarily provide P-12 student growth and teacher evaluation data as indicators of completer effectiveness and impact on P-12 learning and development.

MAT in Special Education Alumni Insights Study



MAT in Special Education Alumni Insights Study: Background Information

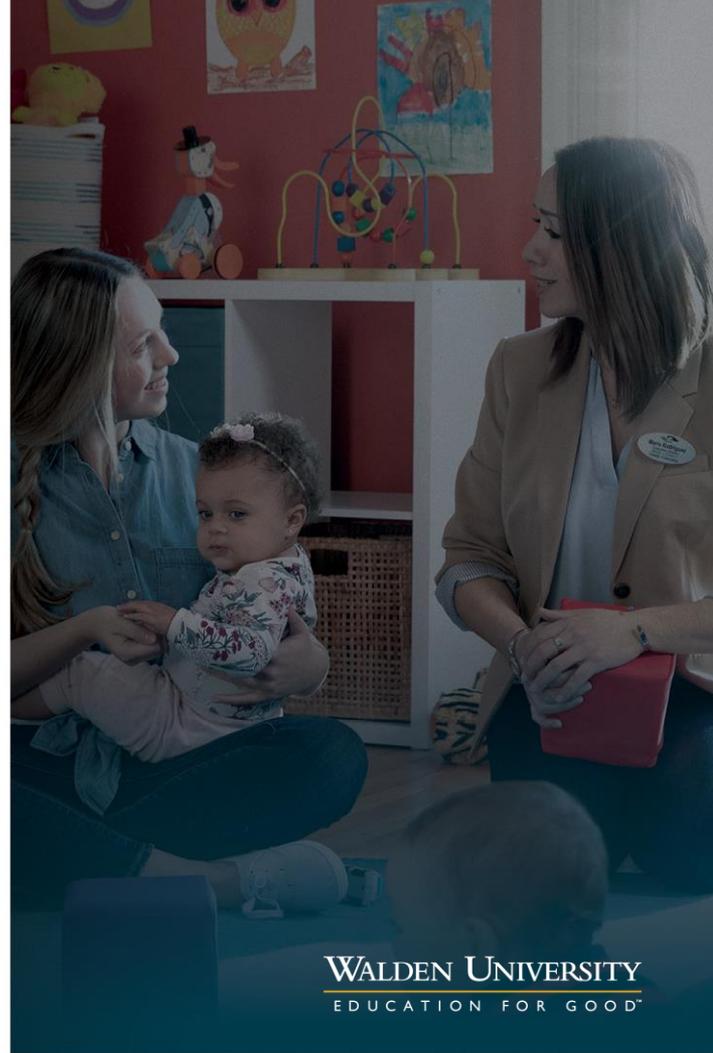
- Designed as an extension of the Graduate Outcomes and Impact Study conducted in 2015-2017.
- Launched in Fall 2018 to collect additional data on completer performance and impact on student learning over a longer period of time.
- MAT SPED ABS program graduates in Fall 2017 and Spring 2018 (N=18) and all Minnesota-based graduates who completed the program prior to 2017-2018 (N=10) were invited to participate.
- Participation in the study included:
 - Submission of teacher growth plan and baseline student data at the beginning of academic year 2018-2019.
 - Periodic follow-up contact (check-ins) with the first-year teacher to review goals and receive coaching and resources if requested.
 - Submission of teacher growth plan and student data at the end of academic year 2018-2019.
 - Completion of brief survey at the end of the study about perceived preparedness.

MAT in Special Education Alumni Insights Study: Data Collection

- 11 program completers agreed to participate in the study
- Submitted growth plans for the 2018-19 academic year containing academic focus areas, goals, strategies, planned assessments, timeline, and baseline (pre-assessment) student data in Fall 2018
- Submitted growth plan outcomes with post-assessment data showing student progress toward the learning goals at the end of the 2018-19 school year
- Completed a brief survey describing the system they used to collect student performance data and responded to items about their experiences as a special education teacher.

Growth Data Summary

- Baseline Data collected Fall 2018; End of Year Data collected late Spring 2019
- 7 of the 11 alumni used the data collection template provided by the Program Coordinator
- Number of students tracked: 1 - 37
- Grades: Elementary-High School
- Goal areas addressed: Reading skills (phonics, comprehension), writing skills, math skills, and behavior/communication
- Not all students reached goals, but all made progress toward goals



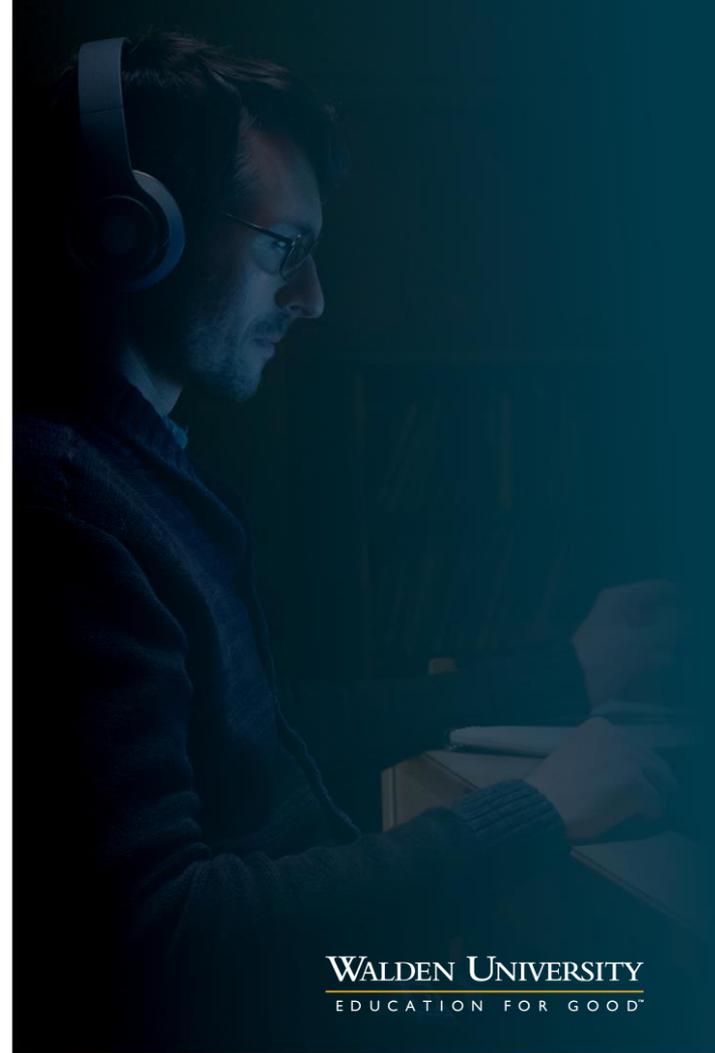
Growth Data Examples

- *He is averaging the use of appropriate words 90% of the day which is an improvement from the third quarter of 88%. The daily goal is 100%. He has improved his safe body since the second quarter and has a safe body 96% of the day.*
- *The student will increase from a reading level E, with at least 90% accuracy on January 31, 2019 to a reading level J, with at least 90% accuracy, on June 4, 2019. Although the student did increase in reading levels, he did not reach a level J. As of June 4, 2019, the student is reading at a level I with 93% accuracy.*
- *Strategies used were effective, student's reading comprehension accuracy improved from 55% to 95% by May 11, 2019.*
- *Student was unable to achieve his goal of increasing his words read per minute to 110 words over 5 consecutive trials. He was able to read 124 wpm on March 20th, but was unable to consistently remain above 110 wpm. Student has read all progress monitoring passages as well as assessments with 100% accuracy.*

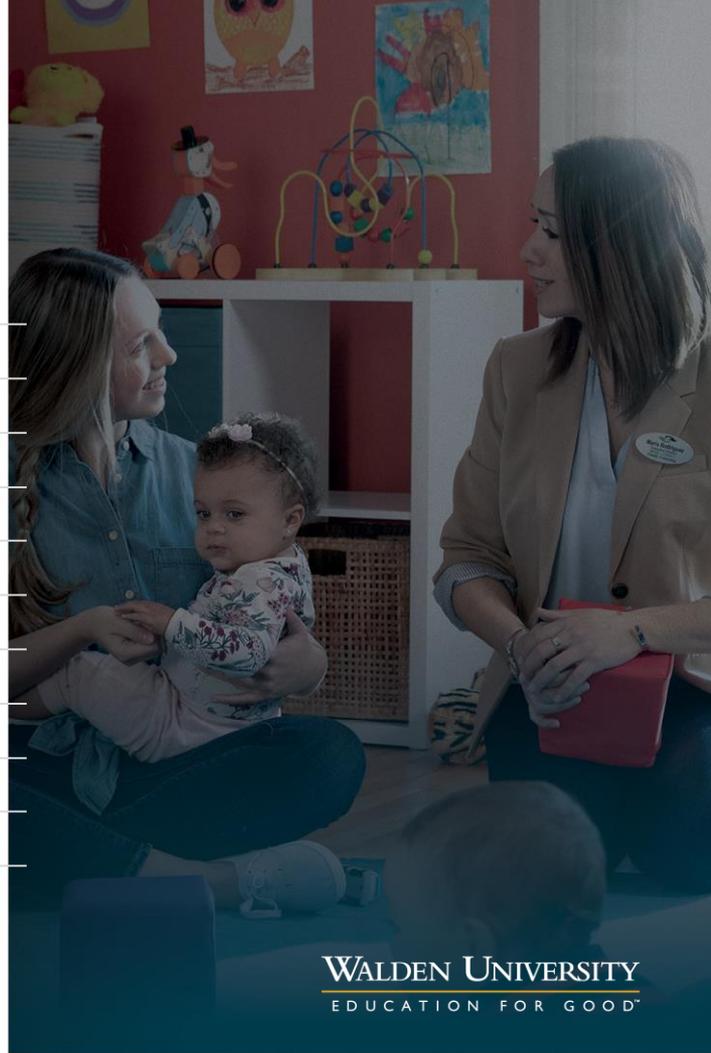
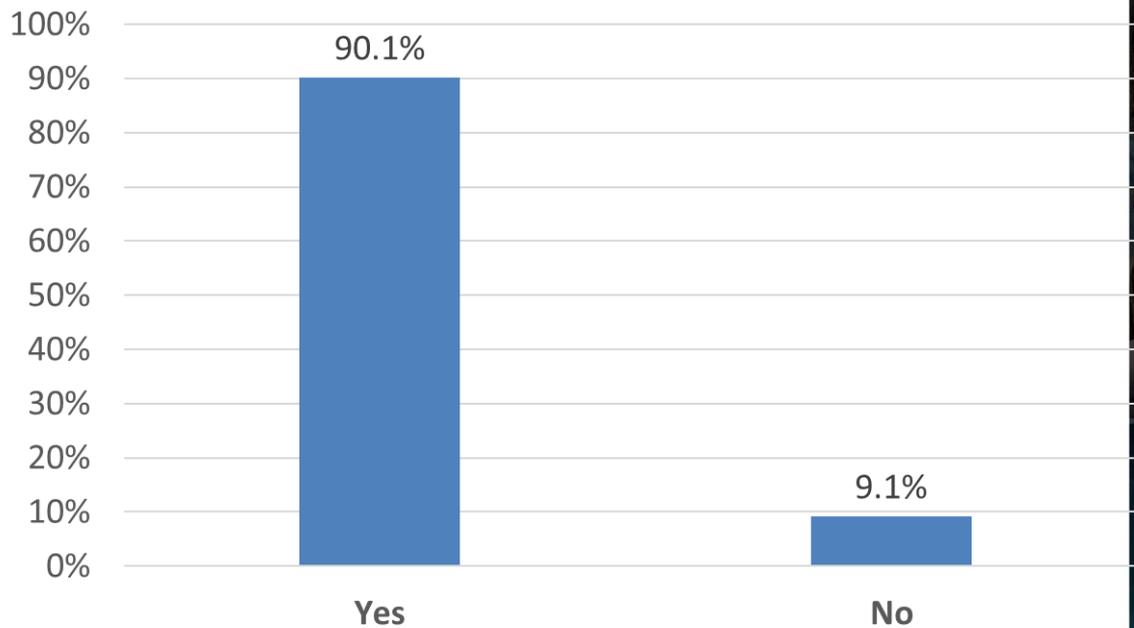


Alumni Insights End of Study Survey Results (N=11)

How well do you feel your teacher education program prepared you to do the following?:	Percentage selecting “Very Well” or “Extremely Well”
Use on-going student data to inform instructional decisions.	81.8%
Build relationships with diverse families to maximize student learning.	72.8%
Demonstrate professionalism as outlined by legal and ethical guidelines within the profession.	72.7%
Design learning experiences that integrate various technologies.	63.6%
Deal with student behavioral problems.	54.6%



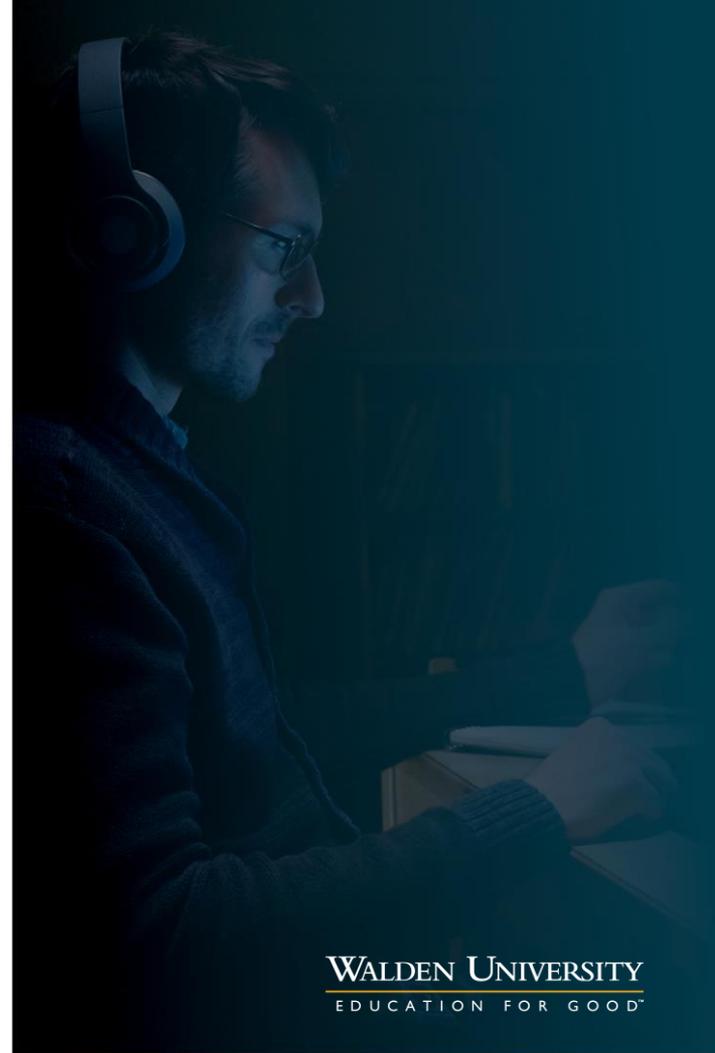
Do you currently have a system for collecting on-going student data to monitor student progress on a daily or weekly basis? (N=11)



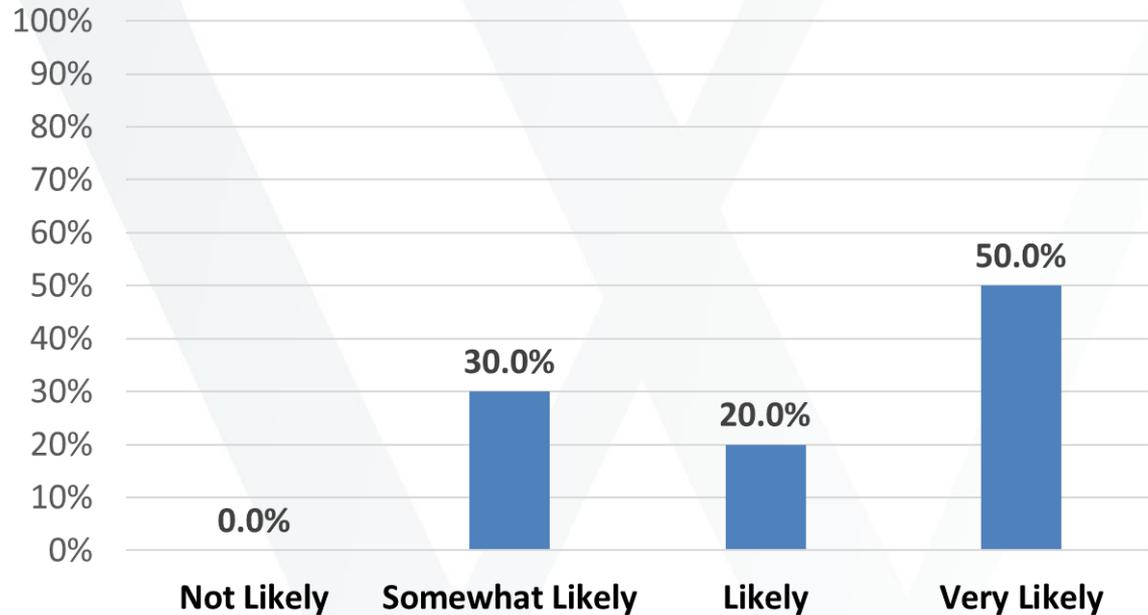
Systems Typically Used by Study Participants to Collect Student Data

- Google Forms
- Elitebooks
- Fastbridge
- Excel spreadsheets
- Special Education Progress Track
- Zoho
- Self-designed

“It is too challenging to have the same system in place for all of the students I case manage because they do not have the same goals to work on and I do not have the resources in place to be able to implement something at this level.”

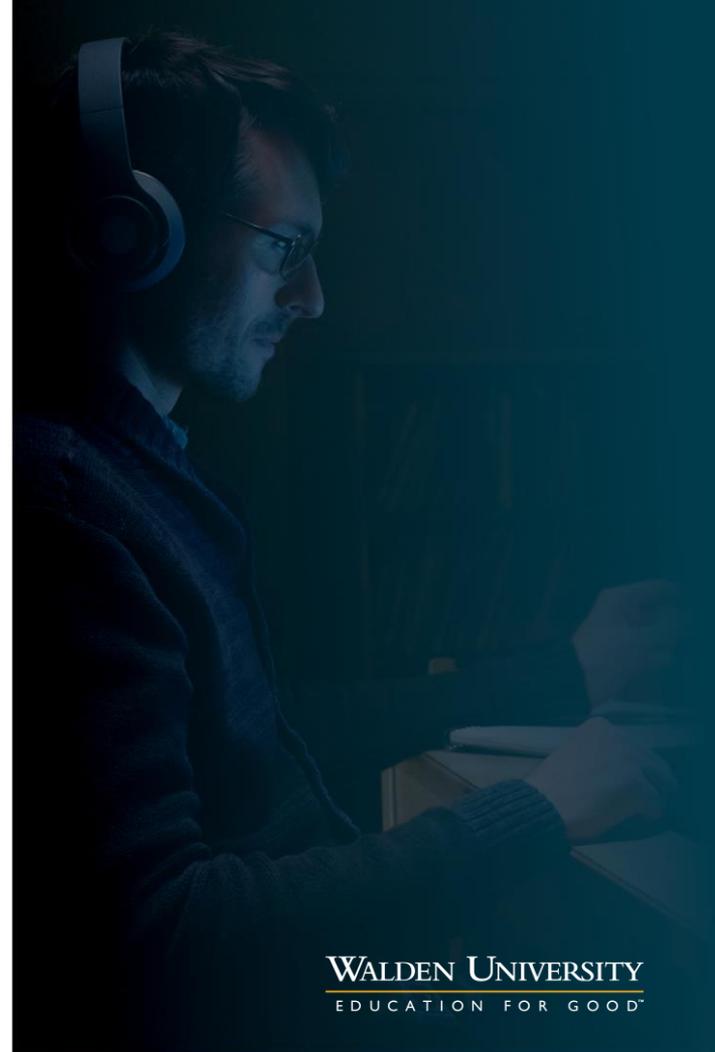


What is the likelihood that you will be a special education teacher or stay in the field of special education in the next 5 years? (N=10)



Study Take-Aways

- Areas for program improvement
 - Technology (e.g., integrating technologies; assistive technologies)
 - Assessment (e.g., development of data tracking systems)
 - Completing Paperwork (tools/resources for making this more manageable)
 - Preparing for the unexpected
- Graduates have positive impact on student learning despite challenges



“One lesson I learned by earning my degree at Walden is that, ‘a student can go no further than their teacher.’

That’s why I am committed to being a life-long learner. If we truly apply this principle to our lives, we invest in ourselves.”

Latunja Caster
Master of Arts in Teaching Graduate



Results from the Transition to Teaching Survey - Spring 2021

The Transition to Teaching Survey (TTS) is administered annually in the spring to graduates of Walden's initial teacher licensure programs (BS in Elementary Education and MAT in Special Education) who completed the programs during the previous academic year.

In Spring 2020, a total of 50 initial teacher licensure program graduates (BS in Elementary Education and MAT in Special Education) who completed the programs in 2019-2020 were emailed the TTS. Twenty-eight graduates completed the survey resulting in a 56% response rate. Of the 28 graduates responding to the survey, 15 indicated that they were currently employed full- or part-time as a teacher.

Results from survey items on the TTS addressing initial licensure program graduates' effectiveness and impact on P-12 learning and development are presented below.

To what extent do you agree or disagree that your teacher preparation program prepared you to do the following? (N=15)

	Disagree	Tend to Disagree	Tend to Agree	Agree
Effectively teach the subject matter in my licensure area.	0.0%	0.0%	20.0%	80.0%
Select instructional strategies to align with learning goals and standards.	0.0%	0.0%	13.3%	86.7%
Design activities where students engage with subject matter from a variety of perspectives.	0.0%	0.0%	20.0%	80.0%
Account for students' prior knowledge or experiences in instructional planning.	0.0%	0.0%	6.7%	93.3%
Design long-range instructional plans that meet curricular goals.	0.0%	6.7%	6.7%	86.7%
Regularly adjust instructional plans to meet students' needs.	0.0%	6.7%	13.3%	80.0%
Plan lessons with clear learning objectives/goals in mind.	0.0%	0.0%	26.7%	73.3%
Design and modify assessments to match learning objectives.	0.0%	6.7%	13.3%	80.0%
Provide students with meaningful feedback to guide next steps in learning.	0.0%	0.0%	20.0%	80.0%
Engage students in self-assessment strategies.	0.0%	6.7%	20.0%	73.3%
Use formative and summative assessments to inform instructional practice.	0.0%	6.7%	13.3%	80.0%
Identify issues of reliability and validity in assessment.	0.0%	6.7%	6.7%	86.7%
Analyze appropriate types of assessment data to identify student learning needs.	0.0%	0.0%	20.0%	80.0%
Differentiate assessment for all learners.	0.0%	0.0%	26.7%	73.3%
Use digital and interactive technologies to achieve instructional goals.	0.0%	6.7%	6.7%	86.7%
Engage students in using a range of technology tools to achieve learning goals.	0.0%	6.7%	13.3%	80.0%
Help students develop critical thinking processes.	0.0%	0.0%	20.0%	80.0%
Help students develop skills to solve complex problems.	0.0%	0.0%	33.3%	66.7%
Make interdisciplinary connections among core subjects.	0.0%	0.0%	20.0%	80.0%
Know where and how to access resources to build global awareness and understanding.	0.0%	6.7%	20.0%	73.3%
Help students analyze multiple sources of evidence to draw sound conclusions.	0.0%	0.0%	33.3%	66.7%
Differentiate instruction for a variety of learning needs.	0.0%	0.0%	6.7%	93.3%

To what extent do you agree or disagree that your teacher preparation program prepared you to do the following? (N=15)

	Disagree	Tend to Disagree	Tend to Agree	Agree
Effectively teach students from culturally and ethnically diverse backgrounds and communities.	0.0%	0.0%	6.7%	93.3%
Differentiate for students at varied developmental levels.	0.0%	0.0%	6.7%	93.3%
Differentiate to meet the needs of students from various socioeconomic backgrounds.	0.0%	6.7%	13.3%	80.0%
Differentiate instruction for students with IEPs and 504 plans.	0.0%	6.7%	20.0%	73.3%
Differentiate instruction for students with mental health needs.	0.0%	13.3%	13.3%	73.3%
Differentiate instruction for gifted and talented students.	0.0%	13.3%	20.0%	66.7%
Differentiate instruction for English-language learners.	0.0%	0.0%	33.3%	66.7%
Access resources to foster learning for students with diverse needs.	0.0%	6.7%	20.0%	73.3%
Clearly communicate expectations for appropriate student behavior.	0.0%	0.0%	20.0%	80.0%
Use effective communication skills and strategies to convey ideas and information to students.	0.0%	0.0%	20.0%	80.0%
Connect core content to students' real-life experiences.	0.0%	0.0%	20.0%	80.0%
Help students work together to achieve learning goals.	0.0%	0.0%	20.0%	80.0%
Develop and maintain a classroom environment that promotes student engagement.	0.0%	6.7%	13.3%	80.0%
Respond appropriately to student behavior.	0.0%	6.7%	26.7%	66.7%
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	0.0%	0.0%	20.0%	80.0%
Help students regulate their own behavior.	0.0%	13.3%	13.3%	73.3%
Effectively organize the physical environment of the classroom for instruction.	0.0%	0.0%	0.0%	100.0%
Collaborate with parents and guardians to support student learning.	0.0%	0.0%	0.0%	100.0%
Uphold laws related to student rights and teacher responsibility.	0.0%	0.0%	6.7%	93.3%
Act as an advocate for all students.	0.0%	0.0%	13.3%	86.7%



“Walden taught me that I could do anything I put my mind to, no matter how challenging the task might seem.”

**Doreen Moseley-Evans
Master of Arts in Teaching Graduate**

Results from the 2021 Walden University Employer Survey: Employers of College of Education Graduates

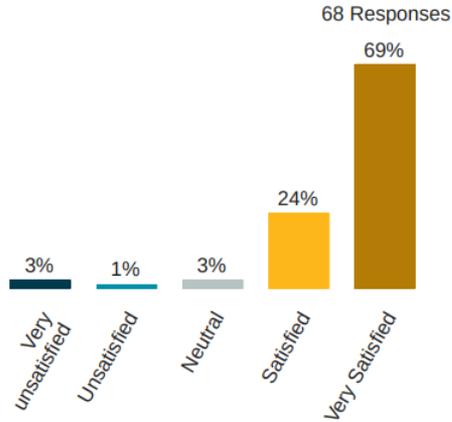
The Office of Institutional Effectiveness (OIE) administers the Walden University Employer Survey on an annual basis. The survey is sent to employers of Walden graduates according to permission and information included in graduate applications. The survey gathers feedback on topics such as employer satisfaction, the likelihood to recommend Walden, the impact of the employee's degree on their professional life, and the employee's participation in social change. Completion of the survey is voluntary, and only aggregated data is reported.

The Walden University 2021 Employer Satisfaction Survey was administered from September 27, 2021, to October 10, 2021, using a web-based survey. A total of 376 eligible employers (direct or indirect supervisors) responded, for a 11.4% overall response rate. Nearly a quarter (23%) of respondents were connected to the Richard W. Riley College of Education and Leadership (n=90).

Results from survey items addressing graduates' effectiveness and impact in their organizations are presented below.

Employer Satisfaction

Overall, 93% of employers were satisfied or very satisfied with the Walden graduate in their employ.



Leadership Skills: The majority of employers (81% average) said their graduate employee had a high ability in a range of leadership skills. Another 15% (average) said the graduate had moderate abilities.

67 Responses

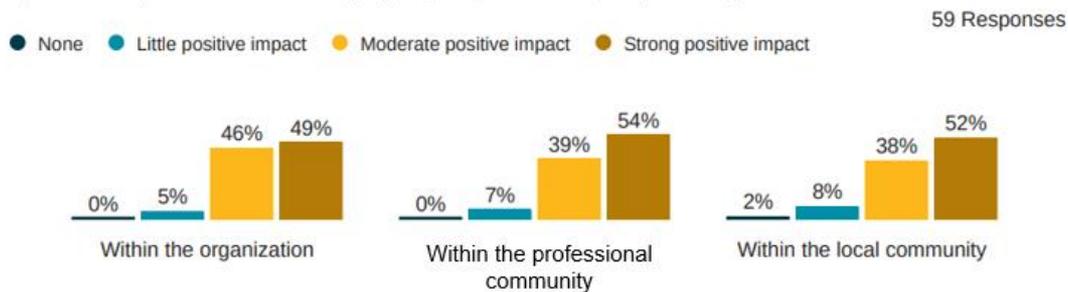
Field	Low ability	Moderate ability	High ability
Understanding how your business works	0%	26%	74%
Using ethical standards of your field	0%	6%	94%
Adapting to different learning environments	2%	14%	85%
Staying current with knowledge in your profession	0%	21%	79%
Working well with diverse populations	0%	10%	90%
Teamwork (works well with others toward a common goal)	0%	13%	87%
Teaching / training others	0%	23%	77%
Leadership (leads team toward a common goal)	3%	23%	74%
Leading or participating in positive social change	2%	26%	72%

Source: Walden University 2021 Employer Satisfaction Survey. The survey is distributed annually. The information was collected from September 27, 2021, to October 10, 2021, using a web-based survey. The survey was sent to all employers listed on graduate applications within the last year. A total of 376 eligible employers (direct or indirect supervisors) responded, for a 11.4% overall response rate.

Nearly a quarter (23%) of respondents were connected to the Richard W. Riley College of Education and Leadership. (n=90)

Employee Impact on Social Change

Nearly half of employers said their graduate employee had made a strong positive impact to social change within the organization (49%), the professional community (54%), and the local community (52%). More than a third said the graduate had made a moderate impact to social change (46%, 39%, and 38%, respectively). Less than one in ten said the graduate made little to no positive impact to social change (5%, 7%, and 10%, respectively).



Source: Walden University 2021 Employer Satisfaction Survey. The survey is distributed annually. The information was collected from September 27, 2021, to October 10, 2021, using a web-based survey. The survey was sent to all employers listed on graduate applications within the last year. A total of 376 eligible employers (direct or indirect supervisors) responded, for a 11.4% overall response rate.

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“Walden University introduced me to the idea of social change. Throughout my extensive educational career at Walden, every experience revolved around creating a better future for all.”

2323

Desmond Pitman

MS in Education Graduate

Education Specialist Graduate

Doctor of Education Graduate



Data Collection Plans

To address current challenges in obtaining program completer effectiveness and impact on P-12 student learning and development, the following data collection pilots will be implemented starting in Spring 2022:

1. Follow-up contact with Transition to Teaching Survey respondents with requests for
 - Classroom student growth and value-added data
 - Teacher evaluation data
2. Creation of an asynchronous online professional community for program completers and employers as a resource for program leadership to post questions, initiate discussion, and request information about current trends and issues impacting educator preparation