



CAEP Measure 1: Completer Effectiveness & Impact on Student Learning

2023-2024 Completers

| Measure | Comparison with Benchmark | Source |
|-------------------------------|---|----------------------------------|
| Transition to Teaching Survey | Adapted from the NeXT Consortium, the survey collects information about first year teachers' perceptions of their overall effectiveness. | D&E Teacher Education Department |
| Employer Satisfaction Survey | Adapted from the NeXT Consortium, the survey collects information from the Employers of Davis & Elkins Graduates. | D&E Teacher Education Department |
| Completer Effectiveness Study | The Completer Effectiveness Study seeks to observe and assess completers to determine their effectiveness and impact on student learning. | D&E Teacher Education Department |

The Transition to Teaching Survey and the Employer Satisfaction are distributed to completers and their direct supervisors at the end of their first year of teaching. Davis & Elkins College conducts a comparative analysis of the responses on the surveys to identify alignment and discrepancies between new teacher perceptions and supervisor observations regarding teaching effectiveness, preparation, and school readiness. The Transition to Teaching Survey obtained an 80% response rate and includes data representative of Elementary Education, Special Education, and Physical Education Programs. The Employer Satisfaction Survey obtained a 66% response rate.

Areas of strong alignment include instructional planning and delivery, specifically that completers effectively teach subject matter in the licensure area. Additionally, completers and supervisors reported high levels of agreement in classroom environment and management practices, meeting the needs of diverse learners, and overall professionalism.

Data below highlights areas of identified differences. Completers showed less confidence than supervisors in meeting the needs of gifted and talented students, supporting students with mental health challenges, facilitating student self-assessment, and responding to challenging behavior. Supervisors indicated 100% agreement in several areas where completer self-rating included more variation. These included encouraging critical thinking and problem-solving, making interdisciplinary connections, building global awareness, using a range of digital tools, collaborating with teaching colleagues, and accessing and applying assessment data effectively.

Overall, completers feel generally well-prepared, particularly in foundational teaching practices, assessment design, and lesson planning. Supervisors show a high level of satisfaction with the performance of new teachers and often rate their competencies slightly higher than the teachers rate themselves.

Full results of each instrument can be viewed on the website.

Completer & Supervisor Comparative Analysis

Source: Transition to Teaching Survey & Employer Satisfaction Survey

| Competency/ Indicator | Completer Rating | Supervisor Rating |
|--------------------------------------|------------------------------|------------------------------|
| Differentiating for Gifted Students | 25% Agree, 50% Tend to Agree | 50% Agree, 50% Tend to Agree |
| Supporting Mental Health Needs | 25% Disagree, 50% Agree | 50% Agree, 50% Tend to Agree |
| Engaging Students in Self-Assessment | 75% Tend to Agree, 25% Agree | 100% Agree |
| Collaborating with Parents | Mixed (25% Disagree) | 100% Agree |
| Responding to Student Behavior | 25% Disagree | 50% Agree, 50% Tend to Agree |

Completer Effectiveness Study

Davis & Elkins College partnered with a local school district to evaluate the effectiveness of recent program completers who were employed as full-time teachers within the district. The goal of this case study was to assess the impact of these new teachers on student learning and determine the extent to which they demonstrated readiness for the classroom.

To carry out this evaluation, the College conducted formal classroom observations using the West Virginia Department of Education's Evaluation Rubrics for Teachers. These rubrics provided a consistent, standards-aligned framework for assessing instructional practices, classroom environment, and professional responsibilities. Observations were completed by faculty evaluators and district instructional leaders.

In addition to observational data, the College collaborated with completers to collect and analyze diagnostic student assessment data from the beginning and end of the academic year. This data was used to measure student growth in core content areas under the instruction of our completers.

Findings from the case study revealed that program completers demonstrated effective instructional practices, as evidenced by strong performance on the state evaluation rubrics. More importantly, student diagnostic data showed measurable growth from fall to spring, indicating a positive impact on student learning.

This collaborative study not only affirmed the preparedness and effectiveness of Davis & Elkins College teacher education graduates but also highlighted the value of continued partnership with local school districts to support teacher development and student success.

Executive Summary of the Case Study

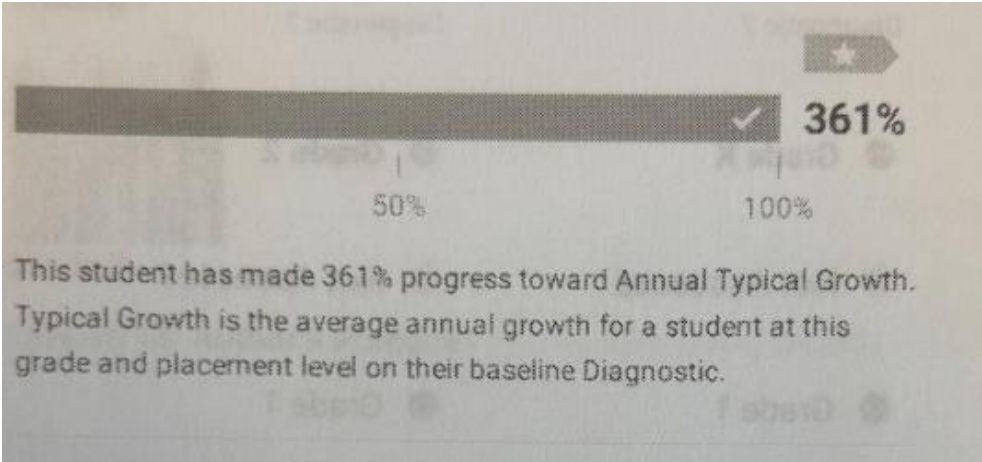
| Indicator | Measure | Result | Evidence Source |
|-----------------------|---------------------------------|--|-----------------------------------|
| Teacher Effectiveness | Evaluation Rubric Scores | 100% rated Accomplished or Distinguished | Observation Assessment |
| Student Growth | Diagnostic Assessment Data | Avg. 261% increase in scores | IReady Diagnostic Assessment Data |
| Employer Satisfaction | District Administrator Feedback | Positive overall satisfaction | Employer Satisfaction Survey |

Observational Rubric Ratings Tables

| Domain | % of Completers Rated Accomplished or Distinguished |
|--------------------------------------|--|
| Curriculum and Planning | 100% |
| The Learner and Learning Environment | 100% |
| Teaching | 100% |
| Professional Responsibilities | 100% |
| Student Learning | 100% |

IReady Student Growth Reported

Completer 1: Special Education



Completer 2: Elementary Education

