

## **Measure 1 – Completer Impact and Effectiveness**

The provider demonstrates that program completers: effectively contribute to P-12 student-learning growth AND apply professional knowledge, skills and dispositions in the P-12 classroom.

To illustrate the impact on P-12 learning and development, the Follow-up Survey of Curriculum and Instruction Graduates was electronically sent to ten initial 2021-22 program completers. Of these ten program completers, four responses were provided, highlighting a 40% response rate. Teacher data is aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) which are related to Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities. The performance ratings are judged as Very Dissatisfied, Dissatisfied Satisfied, and Very Satisfied. Data from surveys submitted by our education program completers; showed that the completers are satisfied with their preparation by their EPP.

Data was gathered related to employer satisfaction of first year teachers in Louisiana through the Danielson Rubric sent to principals. In the Danielson Rubric, principals responded overwhelmingly that teachers who graduated from Grambling State University teacher preparation program consistently had a positive impact on P-12 student learning and development. In addition, it was noted that our program candidates consistently and frequently demonstrate the knowledge, skills, and dispositions for effective teaching as evidenced in the Interstate Teacher Assessment and Support Consortium (InTASC) standards.

The Louisiana Department of Education webpage on first-year program completers teaching in Louisiana were used to track the number of program completers teaching in the content area for which they were prepared. Based on the 2021-2022 academic year of information, Initial: 100% of our graduates are employed in education.

The links provided below are to the most current Louisiana Teacher Preparation Data Dashboard by the Louisiana Board of Regents as evidence for indicators of completer effectiveness and impact on P-12 learning and development.

Source: Data from the Follow-up Survey of Curriculum and Instruction Graduates

Source: 2020 Louisiana Teacher Preparation Data Dashboard – Undergraduate Programs

## **Measure 2: Satisfaction of Employers and Stakeholder Involvement**

To understand the satisfaction of employers with Grambling State University teacher preparation program graduates; the EPP administered the Grambling State University/Danielson Rubric for the 2021-22 completers to ten initial employers. Of these ten employers, we obtained four responses for a 40% response rate. The assessment is designed to gather feedback related to the preparation of our candidates and their subsequent success in the field, specifically their ability to apply the professional knowledge, skills and dispositions their preparation was designed to achieve and employer's satisfaction with completers performance.

The Grambling State University/Danielson Rubric asked the principals to rate the competency of the program completers regarding attributes based on the ten InTASC Standards (considered to be the knowledge, skills, and dispositions expected of effective teachers), presented by the four domains: Planning and Preparation, The Classroom Environment, Instruction and Professional Responsibilities on a scale of one to four (1-Ineffective 2- Effective: Emerging 3 – Effective: Proficient 4 – Highly Effective).

The Grambling State University/Danielson Rubric data reveal many positive aspects about the readiness of the EPP's completers to enter the profession. Leading examples of positive employer ratings include creating an environment of respect and rapport, managing classroom procedures and managing student behavior.

Areas for growth include maintain accurate records, communicating with families and growing and developing professionally. The Danielson Rubric instrument is specific enough for the EPP to learn that employers believe the first-year teachers are designing and modifying assessments to match learning objectives well and that completers are using formative and summative assessments to inform instructional practice - yet the first-year teachers have more room for growth in differentiating assessments and engaging students in self-assessment.

### **PK-16+**

The primary role of the PK-16+ Council includes reviewing issues and areas of concern relevant to P-12 schools, along with developing and providing professional development activities for new and veteran teachers. The PK-16+ Co-chairs ensure that collaborative efforts take place between the unit and P12 schools. Responsibilities of the PK-16+ Council are: 1. To create cross-institutional relationships with other stakeholders. 2. To collect, analyze, and use data for program improvements between the University and PK-12 settings. The PK-16+ includes teachers and administrators from P-12 urban and suburban settings, recent completers, EPP faculty and administrators. The PK-16+ council meets quarterly per academic year.

### **MOUs/Partner Schools**

The Memorandum of Understanding (MOU) agreement provides information for all participants in the program and serves as a guide for the partnership. The MOU remains in effect until or unless changes are needed by either party. Virtual orientation sessions are provided by the Office of Professional Laboratory Experiences and the Student Teaching Residency Coordinator at the beginning of each semester for district liaisons, school principals, and mentor teachers. The EPP has a total of twenty-one MOUs/partnerships.

## Employer Focus Group

Because surveys give a broad overview, the EPP conducted a employer focus group to enhance the information gained from the employer satisfaction surveys and to gather more details and examples. In order to gather a non-biased group of employers, the EPP invited participants from the local principals' collaboration group. A total of two principals participated, including one public elementary school principal and one public charter executive director.

Source: Data from the Grambling State University/Danielson Rubric – Initial

Source: Data from Initial Program Employer Focus Group

### **Measure 3: Candidate Competency at Program Completion**

The EPP is designed to assess the overall readiness of teacher candidates at the conclusion of their preparation experience. By requiring teacher candidates to demonstrate their readiness, Grambling State University will ensure that new teachers enter classrooms prepared to make an impact with their students on day one.

We are continuously engaged in efforts to improve our programs in order to improve teaching and learning for all children. Our goal is to produce excellent educators who engage in ongoing inquiry and intellectual work and are committed to the highest standards of professionalism, democratic citizenship, quality and high achievement in a context that affirms human diversity.

Our initial level programs use multiple measures to determine if our teacher candidates are ready for the profession. Our candidates must successfully pass one or more standardized exams to qualify for a Louisiana teaching license. The data on individual tests, the Federal Title II reporting process collects pass rates on these exams into one data report. See our most recent Title II report for Initial Programs. Passing state required licensure exams is a program exit requirement for all undergraduate licensure programs. Thus 99% of program completers pass their state licensure exams.

2021-22 Follow-up Survey of Curriculum and Instruction Graduates : Preparation to teach students in diverse setting: 75% of completers indicated that they were “very satisfied” and 25% of completers indicated that they were “satisfied”, Ability to utilize technology in the classroom : 100% of completers indicated that they were “very satisfied” and the overall satisfaction of the Teacher Preparation Program/major field of study: 100% of completers indicated that they were “very satisfied”.

Source: Title II Report: Grambling State University Traditional Report AY 2021-2022

#### **Measure 4 – Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared.**

The EPP surveys recent graduates to track employment trends. Additionally, the Louisiana Department of Education (LDOE) provides completers' employment trends for recent completers hired in public schools in Louisiana. The completers' employment information provided to the EPP by the Louisiana Department of Education includes only completers employed by public schools in the state of Louisiana. It does not include employment information for completers hired by private, parochial, or out-of-state schools.

Louisiana requirements for obtaining educator licenses for teachers include the passage of tests of subject area content and professional knowledge. All program completers have at least one test to pass to demonstrate their mastery of content and professional knowledge and some licensure areas require the passage of three to four licensure exam. The percentage of program graduates who hold a Louisiana teaching position one year after graduation ranges from 100 percent.

The goal of any EPP is to assure that they have prepared their candidates to be competitive in the job market and have the cutting-edge skills and knowledge that lead to employment in the licensure areas in which they have been prepared.

#### **2021-2022 FOLLOW-UP SURVEY FOR GRADUATES**

**100%** of the Grambling State University College of Education Curriculum and Instruction Department Completers that responded indicated that they were employed full-time teaching.

**25%** of the Grambling State University College of Education Curriculum and Instruction Department Completers that responded indicated that they were employed outside of the teaching field.

Source: Data from the Follow-up Survey of Curriculum and Instruction Graduates