

CAEP Annual Report 2021
Measure 4. Component 4.4 Satisfaction of Completers

The EPP uses two different measures to determine satisfaction of completers: (a) First-Year Teacher Survey administered by the Texas Education Agency (b) An EPP alumni survey. The Texas Education Agency did not administer the First-Year Teacher Survey in 2019-2020 due to COVID-19. Data will be collected for the 2020-2021. Data collection on the EPP alumni survey was limited due to COVID-19 in 2019-2020. Overall mean scores (N= 24) support that alumni felt sufficiently prepared across each INTASC area: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility.

Purpose of the alumni survey: To determine the extent to which the provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, particularly the satisfaction of its completers with the relevance and effectiveness of their preparation. Alumni rate the extent to which they feel the SFA EPP prepared them to achieve/perform each of the InTASC standards.

Details of survey administration:

In order to identify alumni a list of graduates is pulled from banner SFASU's student information system (SIS) using the webfocus tool, report SRE240, for the semester that data is collected. It is then matched with a list of clinical teachers for the semester using CID matching in excel. Last, students are removed who participated in clinical teaching but did not graduate. An email is sent to the identified group using a Qualtrics mailer.

Directions delivered to the alumni via email:

Hello SFA Educator Preparation Program (EPP) Alumni,
Your opinions are very important to SFA. We invite you to complete a brief survey designed to help us understand how well you feel SFA prepared you to become an effective teacher. Thank you *very* much for helping us gain valuable information that supports our efforts toward continuous improvement of our EPP.

The following rating scale was used on the survey for 2019-2020:

WELL PREPARED (Response = 3)

All, or almost all, of the time the beginning teacher was able to demonstrate a thorough understanding and had the required knowledge and skills.

SUFFICIENTLY PREPARED (Response = 2)

Most of the time, the beginning teacher was able to demonstrate a general understanding and had the required knowledge and skills.

NOT SUFFICIENTLY PREPARED (Response = 1)

The beginning teacher demonstrated limited understanding and had partial required knowledge and skills.

NOT AT ALL PREPARED (Response = 0)

The beginning teacher demonstrated little to no understanding and had minimal required knowledge and skills.

Program Evaluation by SFA Prepared Educators	Fall 2019								Spring 2020							
	All	EC-6		EC-12 (all)		SPE EC-12		All	EC-6		EC-12 (all)		SPE EC-12			
Table 1: All Areas	n=	3		5		2		14	9		5		1			
Elements (1-4 Scale)	Mean	Mean	Stdev	Mean	Stdev	Mean	Stdev	Mean	Mean	Stdev	Mean	Stdev	Mean	Stdev		
The Learner and Learning	2.42	2.89		2.21		2.47		2.60	2.78		2.27		3.00			
How well was I prepared by the SFA Educator Preparation Program (EPP) to demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	2.50	3.00	0.00	2.38	0.70	2.20	0.40	2.57	2.78	0.42	2.20	0.40	3.00	0.00		
How well was I prepared by the SFA EPP to demonstrate understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.	2.38	2.67	0.47	2.13	0.60	2.20	0.75	2.64	2.89	0.31	2.20	0.40	3.00	0.00		
How well was I prepared by the SFA EPP to work with others to create environments that support individual learning, collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.	2.38	3.00	0.00	2.13	0.60	3.00	0.63	2.57	2.67	0.47	2.40	0.49	3.00	0.00		
Content	2.25	2.83		2.31		2.90		2.30	2.30		2.30		3.00			
How well was I prepared by the SFA EPP to demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	2.13	2.67	0.47	2.25	0.66	2.80	0.75	2.21	2.22	0.92	2.20	0.40	3.00	0.00		
How well was I prepared by the SFA EPP to demonstrate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	2.38	3.00	0.00	2.38	0.70	3.00	0.63	2.38	2.38	0.70	2.40	0.49	3.00	0.00		
Instructional Practice	2.29	2.67		2.08		2.73		2.57	2.78		2.53		3.00			
How well was I prepared by the SFA EPP to demonstrate understanding and use of multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide the teacher's and learner's decision making.	2.38	2.67	0.47	1.88	0.93	2.20	0.40	2.50	2.78	0.42	3.00	0.63	3.00	0.00		
How well was I prepared by the SFA EPP to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community	2.25	2.67	0.47	2.00	0.87	3.00	0.63	2.57	2.78	0.42	2.20	0.40	3.00	0.00		
How well was I prepared by the SFA EPP to demonstrate understanding and use of a variety of instructional strategies to encourage learners to develop deep understanding of content areas, their connections, and build skills to apply knowledge in meaningful ways.	2.25	2.67	0.47	2.38	0.48	3.00	0.63	2.64	2.78	0.42	2.40	0.80	3.00	0.00		
Professional Responsibility	2.13	2.67		2.31		2.80		2.45	2.60		2.70		3.00			
How well was I prepared by the SFA EPP to engage in ongoing professional learning, adapt practice to meet the needs of each learner, and to use evidence to continually evaluate my practice; particularly, the effect of my choices/actions on others (learners, families, other	2.13	2.67	0.47	2.38	0.70	2.80	0.75	2.62	2.75	0.43	2.40	0.49	3.00	0.00		
How well was I prepared by the SFA EPP to seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	2.13	2.67	0.47	2.25	0.83	2.80	0.75	2.29	2.44	0.68	3.00	0.63	3.00	0.00		

Program Evaluation by SFA Prepared Educators		Fall 2019				Spring 2020					
Table 2: Disaggregated by Area		ELAR		Phys Ed		Dance		ELAR		Theatre	
n=		2		1		1		2		1	
Elements (1-4 Scale)		Mean	Stdev	Mean	Stdev	Mean	Stdev	Mean	Stdev	Mean	Stdev
The Learner and Learning		1.67		3.00		2.00		2.00		3.00	
How well was I prepared by the SFA Educator Preparation Program (EPP) to demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.		2.00	0.00	3.00	0.00	2.00	0.00	2.00	0.00	3.00	0.00
How well was I prepared by the SFA EPP to demonstrate understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.		1.50	1.00	3.00	0.00	2.00	0.00	2.00	0.00	3.00	0.00
How well was I prepared by the SFA EPP to work with others to create environments that support individual learning, collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.		1.50	1.00	3.00	0.00	2.00	0.00	2.00	0.00	3.00	0.00
Content		1.50		3.00		2.00		2.00		3.00	
How well was I prepared by the SFA EPP to demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.		1.50	1.00	3.00	0.00	2.00	0.00	2.00	0.00	3.00	0.00
How well was I prepared by the SFA EPP to demonstrate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.		1.50	1.00	3.00	0.00	2.00	0.00	2.00	0.00	3.00	0.00
Instructional Practice		1.67		3.00		2.00		1.50		3.00	
How well was I prepared by the SFA EPP to demonstrate understanding and use of multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide the teacher's and learner's decision making.		2.00	0.00	3.00	0.00	2.00	0.00	1.50	1.00	3.00	0.00
How well was I prepared by the SFA EPP to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community		1.50	1.00	3.00	0.00	2.00	0.00	2.00	0.00	3.00	0.00
How well was I prepared by the SFA EPP to demonstrate understanding and use of a variety of instructional strategies to encourage learners to develop deep understanding of content areas, their connections, and build skills to apply knowledge in meaningful ways.		1.50	1.00	3.00	0.00	2.00	0.00	1.00	2.00	3.00	0.00
Professional Responsibility		1.00		3.00		2.00		1.75		3.00	
How well was I prepared by the SFA EPP to engage in ongoing professional learning, adapt practice to meet the needs of each learner, and to use evidence to continually evaluate my practice; particularly, the effect of my choices/actions on others (learners, families, other		1.00	0.00	3.00	0.00	2.00	0.00	2.00	0.00	3.00	0.00
How well was I prepared by the SFA EPP to seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.		1.00	0.00	3.00	0.00	2.00	0.00	1.50	1.00	3.00	0.00