

### **Examining Completer Impact and Satisfaction: A Case Study of UNA's Education Preparation Program**

Implemented during the 2019-2020 academic year, this case study examines the extent to which recent completers of UNA's EPP are satisfied with their preparation (4.4), the extent to which their employers are satisfied with their teachers' preparation (4.3), and the extent to which the recent completers are impacting classroom instruction and schools (4.2) and contributing to an effective level of student learning growth (4.1) during their first 3 years of teaching. Student test scores were analyzed to explore impact on student performance and evidence of effective teaching. Participants will submit a reflection at the end of the 2019-2020 academic year analyzing their own teacher evaluations and student growth. Three cycles of data in the case study evidence include 2016-17 completers, 2017-18 completers, and 2018-19 completers. The case study focused on one local district which has employed recent completers representing the EPP's various programs and offered a purposive sample of participants. All recent teachers in the district who completed an initial certificate at UNA within the past three years were invited to participate and accepted. The EPP plans to continuously conduct case studies with completers in order to capture data from every program on a continuous basis.

Evidence currently provided by the case study include data from focus groups with completers, interviews with employers, and P-12 student learning data. Data provided to the EPP included Edmentum scores for 3<sup>rd</sup> grade, 4th grade, 5th grade, and middle school, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data for Kindergarten, and class grades from a high school biology class. Of the seven completers who provided data to the EPP, all but one demonstrated effective instruction; one demonstrated growth but room for improvement. This indicated overall positive impacted student learning performance with scores indicating positive levels of growth. Employers commented positively on completer impact on student performance during interviews and noted that even parents had remarked on student growth in recent completer classrooms.