

4.4 Completers Perceive Preparation as Relevant and Effective

The validated Completer Survey illustrates that IUP educator preparation program completers perceive their preparation as relevant and effective to their professions. Overall, 42 of 44, or 95% of respondents reported that their field experiences at IUP prepared them for the expectations of today's classroom (CAEP 2.3). Eighty percent of the responding completers indicated that the Pre-Student Teaching I experience was valuable to preparation as a teacher while ninety-three percent of the respondents perceived the Pre-Student Teaching II experience as valuable to preparation as a teacher (CAEP 2.3). It is important to note that only 41 out of 44 of the responding completers, agreed or strongly agreed, that the cooperating teacher provided a positive learning environment for the completer or students.

Fifty completers consented to participate and responded to the survey that was based on the ten InTASC Standards and ten of the InTASC dispositional standards (See CAEP 4 Completer Survey Results). Of the fifty responders, 46/49 (94%) strongly agreed or agreed that they were prepared to design and implement developmentally appropriate and challenging learning experiences (InTASC 1). Most completers (94%) strongly agreed or agreed that they were prepared to ensure inclusive learning environments that enable each learner to meet high standards (InTASC 2). Most completers, 46/49 or 94%, of completers strongly agreed or agreed that they were prepared to work with others to create environments that support individual and collaborative learning (InTASC 3) and 43/49 or 88%, create learning experiences that make the discipline accessible and meaningful for learners (InTASC 4). While 86% of completers agreed or strongly agreed, that they were prepared to engage learners in critical thinking, creativity, and problem-solving relating to local and global issues (InTASC 5), only 80% reported being prepared to use multiple methods of assessment to engage learners (InTASC 6). Eighty-two percent of responders agreed or strongly agreed they were prepared to plan instruction that supports every student in meeting rigorous learning goals (InTASC 7). All but two completers perceived they were trained to use a variety of instructional strategies (InTASC 8). Ninety-three percent of responding completers reported feeling prepared to engage in ongoing professional learning (InTASC 9). Ninety-one percent, 43/47 respondents, (InTASC 10); felt prepared to seek appropriate leadership roles and opportunities to take responsibility for student learning, and to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The InTASC Critical Dispositions were also included in the CAEP 4 Completer Survey. The table below summarizes the findings. Drill-down data may be found in the attached Candidate Exit (Completer) Survey.

Measure/Standard	Agree/Strongly Agree	Agree/Strongly Agree - Percentage
Respect learners' differing strengths & needs... InTASC Critical Disposition 1h; CAEP 4.2	41/46	89%
Make learners feel valued and helps them to value each other. InTASC Critical Disposition 2n; CAEP 4.2	43/46	94%
Value the role of learners in promoting each other's learning...InTASC Critical Disposition 3o; CAEP 4.2	40/46	87%
Appreciate multiple perspectives within the discipline...InTASC Critical Disposition 4p; CAEP 4.2	43/46	94%
Value flexible learning environments that encourage learner exploration...InTASC Critical Disposition 5r; CAEP 4.2	39/46	85%
Commit to the ethical use of various assessments and assessment data...InTASC Critical Disposition 6v; CAEP 4.2	37/45	82%
Value planning a collegial activity that takes into consideration...InTASC Critical Disposition 7q; CAEP 4.2	40/45	89%
Commit to exploring how to the use of new and emerging technologies...InTASC Critical Disposition 8r; CAEP 4.2	39/44	87%
Understand the expectation of the profession including codes of ethics...InTASC Critical Disposition 9o; CAEP 4.2	40/45	89%
Embrace the challenge of continuous improvement and change. InTASC Critical Disposition 10t; CAEP 4.2	39/45	87%

While these data point to program effectiveness, an obvious limitation is the self-reported perceptions of preparation exclusively from the volunteer case study participants. The data that were gleaned for other standards were from other EPP constructed surveys and were sent to all completers. In the future, the EPP will use one survey and use the data more intentionally with completers who participate in the full case studies and completers who complete only the survey.

The EPP's tracking system for completers is an area in need of improvement. In order to invite a more representative sample, a system is under development for a more inclusive approach. A goal moving forward is to attain information from completers of all programs in our EPP.

CAEP 4 Completer Survey Results