

**Executive Summary for Measure 1 (Initial): Completer Effectiveness & Impact on P-12 learning & development (R 4.1)**

**St. John Fisher University, Ralph C. Wilson, Jr. School of Education**

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#### Completer Case Studies-Impact on P-12 Student-Learning Growth

The School of Education (SoE) at St. John Fisher University (Fisher) has engaged in an action research project to understand completers' impact in their field of study. For the past three years, completers participated in a semester-long action research case study project. The Teacher Impact Project (TIP) takes place approximately one year after graduation, which provides the EPP an opportunity to see long-term impact. Over the three case study events, seven completers engaged in action research to better understand the impact they have on P-12 students. Data from these studies were coded across cases to identify themes for impact on student learning and effective application of knowledge, skills, and dispositions.

The TIP collects qualitative data which consists of multiple components, that include: completer action research, observation data, reflective journals, a validated student survey (DESE Model Student Survey), and formative and summative student assessments. The methodology included a sample of completers from the undergraduate (BS INCH and BS INAD) initial certification programs, one to three years post-graduation, who are now teaching in urban, suburban, and/or rural districts.

The chart below depicts the year the completers participated in the case study as well as what program they were enrolled in at Fisher. During the three iterations of data, all seven participants were enrolled in the BS Initial Education program. One completer was in the BS Inclusive Adolescent Education program with a major concentration in English, whereas six were in the BS Inclusive Childhood Education program (see chart below). All seven of the participants are employed as full-time teachers. Future studies will focus on recruiting a larger subsection of BS Inclusive Adolescence, MS Special Education Childhood, and Special Education Adolescence completers.

#### Completer Year and Program Breakdown 2021-2023

Year	Participant	Program
2021	C1-21	BS in Inclusive Childhood Education
2021	C2-21	BS in Inclusive Adolescent Education (English)
2022	C1-22	BS in Inclusive Childhood Education
2022	C2-22	BS in Inclusive Childhood Education
2023	C1-23	BS in Inclusive Childhood Education
2023	C2-23	BS in Inclusive Childhood Education
2023	C3-23	BS in Inclusive Childhood Education

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Study participants were tasked with choosing from Marzano’s Nine High-Yield Strategies (Marzano, 2001) to incorporate into their teaching practices. These strategies were selected based on the participants’ independent observations and analysis of student work. After implementing the chosen strategy, an analysis of student responses revealed a deeper understanding. Completers were able to articulate their actions and reasoning.

To assess the impact of these strategies, completers used pre- and post-assessments to measure students’ progress over two instructional periods. Notably, a recurring theme emerged: using observation and data to guide instruction. Fisher completers demonstrated strength in employing assessment-based instruction.

The following sections, provide evidence and analyze each completer’s data, highlighting their impact on student learning and effectiveness as teachers.

#### [Analysis of Teacher Reflections from the Teacher Impact Project](#)

The analysis of teacher reflections indicates that P-12 students exhibited growth in the skills addressed by the completers during the seven weeks. Evidence from the most recent research studies revealed quantitative improvements in student performance between pre- and post-assessments. These results were particularly significant for individual P-12 students. The Teacher Impact Project incorporates reflective practices that allow candidates to integrate strategies into their learning process, analyze their journals, and reapply their insights.

Reflecting on their time at the EPP, completers recalled that their field placement and student teaching experiences provided tangible examples of what a feedback loop looks like. They also highlighted that their time in EPP placements allowed for active learning from mistakes, which led to a better understanding of both the learning and assessment process. In conclusion, the combination of reflective practices, active learning, and feedback loops in the EPP placements has not only fostered significant growth in P-12 students’ skills but also enhanced the completers’ understanding of the learning and assessment process, thereby creating a positive and impactful educational environment

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**Analysis of Observation Reflections from the Teacher Impact Project**

As a part of the TIP participants were tasked with choosing one of Marzano’s High-Yield strategies to integrate into their prepared lessons. Among the recent group of participants in the TIP program, one individual opted for setting objectives and providing feedback, while two others decided to incorporate cooperative learning into their observed lessons

Year	Participant	Strategy
2021	C1-21	Annotating text
2021	C2-21	R= Replace, A=Add, D=Delete and R=Reorder
2022	C1-22	Cooperative learning
2022	C2-22	Reinforcing effort and providing recognition
2023	C1-23	Setting objectives and providing feedback
2023	C2-23	Cooperative learning
2023	C3-23	Cooperative learning

Over a span of three years, seven completers have taken part in the Teacher Impact Project. Each of these completers is requested to submit the rubric utilized by their respective district for their observation. Below is the detailed breakdown of the completers along with their respective observation rubrics.

Year	Participant	Program	Rubric
2021	C1-21	BS in Inclusive Childhood Program	The Danielson Framework for Teaching (FFT) (2011 Revised Edition)
2021	C2-21	BS in Inclusive Adolescent Education (English)	NYSUT 2014 Teacher Practice Rubric Standard III, Instructional Practice
2022	C1-22	BS in Inclusive Childhood Education	The Danielson Framework for Teaching (FFT) (2011 Revised Edition)
2022	C2-22	BS in Inclusive Childhood Education	County Public School Rubric for Teaching and Learning Instructional Observation/Evaluation Rubric

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2023	C1-23	BS in Inclusive Childhood Education	The Danielson Framework for Teaching (FFT) (2011 Revised Edition)
2023	C2-23	BS in Inclusive Childhood Education	The Danielson Framework for Teaching (FFT) (2011 Revised Edition)
2023	C3-23	BS in Inclusive Childhood Education	The Danielson Framework for Teaching (FFT) (2011 Revised Edition)

The Educator Preparation Program (EPP) broadened the participation criteria by introducing virtual observation as an option, aiming to include more completers in the Teacher Impact Project. The case study conducted in spring 2021 involved two observations for each completer. Completer C1-21, who provided instruction virtually with observations carried out via Zoom, achieved high ratings in four out of six domains and effective ratings in two domains. On the other hand, Completer C2-21, who provided in-person instruction, received distinguished ratings in the domain of using assessment in instruction across both observations, along with proficient ratings in several other areas.

In the spring 2022 case study, Danielson’s Framework for Teaching (FFT) was used. The Danielson Framework for Teaching (FFT), revised in 2011, is a protocol for teacher evaluation based on research. It was originally developed by Charlotte Danielson in 1996. The FFT is aligned with the INTASC standards, which represent the professional consensus of what a beginning teacher should know. The FFT divides the complex activity of teaching into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: • Planning and preparation (Domain 1), • Classroom environment (Domain 2), • Instruction (Domain 3), and • Professional responsibilities (Domain 4). The validity and reliability of Danielson’s Framework for Teaching have been established through rigorous research. Notably, the Measures of Effective Teaching (MET) Project, funded by the Bill & Melinda Gates Foundation, played a significant role in validating the framework. Additionally, the framework underwent several validation studies during its development and refinement, including an initial validation by the Educational Testing Service (ETS). For this, the Danielson Observation Form Instruction Domain was scored. The performance levels are Highly Effective, Effective, Developing, and Ineffective. The District modified the FFT to focus on essential areas for growth. C1-22’s overall rating summary scores were rated 89% Highly Effective. The faculty researcher noted that C1-22 consistently applied structure and appropriate pacing, demonstrated expert redirecting, and had excellent transitions from activities to assignment completion.

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For C2-22 in spring 2022, a different rubric was used, with the state identifier redacted for anonymity. The observations were conducted virtually, and the faculty research collected evidence that illustrated growth in completer effectiveness. C2-22's combined scores were 85% in the first observation and increased to 93% in the second observation.

In addition to the observations, completers were asked to reflect on their practice. Reflections demonstrated that completers employed a variety of strategies to effectively engage learners, make content more accessible, and meet learner needs. Differences in the sophistication of strategies for instructional practice were observed between completers in their first year of teaching and those with more than one year of experience.

Overall, the case studies provided valuable information about our programs. Results across case studies provide evidence that completers were effectively applying knowledge, skills, and dispositions our preparation experiences were designed to achieve. Strengths were revealed in completers' use of assessment-based instruction, communication of content, and student engagement. The use and integration of technology to support student learning is an area for the EPP to continue to support through the coursework and completer practical experience prior to completion.

#### Observation Rubric Pre-Post Spring 2022:

Completer	Pre	Post
C1-22	85%	93%
C2-22	97%	97%

In 2023, all completers were observed using the 2011 Danielson Framework for Teaching Rubric. Only the third domain, known as Instructional Practice, was evaluated. For this, the Danielson Observation Form Instruction Domain was scored. The performance levels are Highly Effective, Effective, Developing, and Ineffective.

#### Observation Rubric Pre-Post Spring 2023:

Completer	Pre	Post
C1-23	100%	100%
C2-23	95%	100%
C3-23	90%	100%

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Ratings Summary Observation #1 Spring 2023:

	Highly Effective	Effective	Developing	Ineffective
Communicating w/ Students	100%	0%	0%	0%
Using Questioning & Discussion Techniques	67%	33%	0%	0%
Engaging Students in Learning	33%	67%	0%	0%
Using Assessment in Instruction	100%	0%	0%	0%
Demonstrating Flexibility & Responsive	100%	0%	0%	0%

Ratings Summary Observation #2 Spring 2023:

	Highly Effective	Effective	Developing	Ineffective
Communicating w/ Students	100%	0%	0%	0%
Using Questioning & Discussion Techniques	100%	0%	0%	0%
Engaging Students in Learning	100%	0%	0%	0%
Using Assessment in Instruction	100%	0%	0%	0%
Demonstrating Flexibility & Responsive	100%	0%	0%	0%

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#### [Analysis of Student Survey from the Teacher Impact Project- Spring 2023](#)

In the spring of 2023, the Educator Preparation Program (EPP) transitioned from using the Tripod Survey Tool to the DESE Model Feedback Survey for collecting student feedback. The change was necessitated when Tripod was acquired by Education Elements, leading to a significant increase in the minimum contract cost, making it too expensive for the EPP to continue its use. The DESE Model Feedback Survey, extensively used and validated in Massachusetts for grades 3-5 and 6-12, was chosen after thorough research. This survey tool was developed, validated, and proven reliable in Massachusetts, where it was extensively piloted in 2013-14 and has been administered to over 10,000 students. Designed to provide educators with actionable feedback, the K-12 survey was developed by carefully examining a question bank and ensuring alignment with New York State Teaching Standards. The EPP hosts the survey on Qualtrics and shares a link with the educator, who then distributes it to their students. The EPP continues to refine this process to ensure effective feedback collection.

Students are given a grade-appropriate survey. Those in grades 3-5 and 6-12 are asked to read 20 statements and select from five response options: strongly agree, agree, neutral, disagree, or strongly disagree. For students in grades K-2, eight statements are read aloud, and they are asked to select yes, sometimes, or no for each statement.

The EPP collected the responses through an anonymous survey link, and all responses were reported back to the participant in aggregate form. This process ensures the anonymity of the students while providing valuable feedback to the educators. Once the data was collected, it was analyzed and compiled into a report (see Appendix A for a sample report), which was then returned to the student. Although the completer was warned that this data only provides a snapshot, it served as a formative feedback on Curriculum, Planning & Assessment, and Teaching All Students.

#### [The Initial Program Preparation Completer Survey](#)

The Initial Program Preparation Completer Survey is conducted with program completers one to three years post-graduation. This survey aims to evaluate the completers' satisfaction levels, particularly how they perceive the relevance of their preparation to their job responsibilities and its effectiveness in securing education positions for which they were trained. The survey items align with specific InTASC Standards. The results are compiled and presented in a format that correlates the question items with the CAEP Standards for Initial-Licensure Preparation. This alignment facilitates the analysis of shared skill areas across all initial programs. The survey data serves as a valuable resource for the EPP in examining the outcomes of the preparation courses and experiences. As part of its Quality Assurance System (QAS), the unit utilizes the data collected from completers. This data is analyzed at both the unit



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and program levels, as well as with advisory boards. This process ensures a comprehensive evaluation of the program's effectiveness.

The most recent survey sent in the fall 2023 was distributed to graduates one year after completing the program, meaning that the most recent survey was distributed to 2021-2022 program completers. Three cycles of survey results are provided including 2020-2021, and 2021-2022, and 2022-2023 of all Initial Preparation Programs; response rates are 26%, 28%, and 34% respectively.

Overall, Fisher completers perceive their preparation as relevant to the responsibilities they confront on the job, and that preparation was effective. The majority of completers (95% of 2019-2020, 87% of 2020-2021, and 100% of 2021-2022) across all initial certification programs rated their education program as highly effective/effective in enhancing their ability to understand the central concepts, tools of inquiry and structures of the discipline in which they teach. Complete data can be found in Appendix A below.

The following paragraphs are organized around the four InTASC domains and refer to questions on the Fisher Initial Teacher Preparation Completer Survey as well as the Technology and Diversity, Equity, and Inclusion thread embedded throughout the CAEP Revised 2022 CAEP Standards:

#### Learner and Learning (InTASC Standards 1-3) Across All Three Administrations

Responses to the surveys show that completers believe that Fisher effectively prepared them to: recognize individual patterns in learners' growth and development, understand individual differences and diverse cultures, and create collaborative learning environments that encourage social interaction, active engagement, and self-motivation.

- 97-100% of program completers *strongly agreed/agreed* (2023 implementation) and indicated that their program was *highly effective/effective* (2021 & 2022 implementation) in preparing them in the aforementioned areas across the three administrations.

#### Content Knowledge (InTASC Standards 4 & 5) Across All Three Administrations

Responses to the surveys show that, overall, program completers *strongly agree/agree* (2023 implementation) and rated their education preparation program as *highly effective/effective* (2021 & 2022 implementation) in enhancing their ability to understand

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the central concepts, tools of inquiry, and structures of the discipline in which they teach. On the overall ratings on these standards over the three administrations, completers ranked their preparation as *highly effective/effective* averaging 96% for all three years.

#### Instructional Practices (InTASC Standards 6, 7 & 8) Across All Three Administrations

The survey conducted in Fall 2023 revealed a notable 10% growth in the preparedness of program completers. Over the past three years, an average of 95% (with yearly rates of 93%, 90%, and 100%) of these completers have either *strongly agreed or agreed* (2023 implementation) that their educational preparation program was *highly effective or effective* (2021 & 2022 implementation). This rating was based on their ability to:

- understand and use multiple methods of assessment to engage learners in their own growth to monitor learning programs
- guide the teacher’s and learners’ decision-making regarding planning instruction that supports every student in meeting rigorous goals, and;
- planning learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy

#### Professional Responsibilities (InTASC Standards 9 &10) Across All Three Administrations

Over three administrations, 96% of completers *strongly agree/agreed* (2023 implementation) and perceived they were *highly effective/effectively* (2021 & 2022 implementation) prepared to:

- engage in ongoing professional learning and use evidence to continually evaluate one’s practice
- collaborate with learners, families, and others to ensure learner growth and advance the profession, and;
- understand the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy

#### Technology Integration (InTASC Standard 8) Across All Three Administrations

Survey responses indicate that Fisher’s program completers, on the whole, either *strongly agreed or agreed* (as per the 2023 implementation) and rated their educational preparation program as *highly effective or effective* (as per the 2021 & 2022 implementations). They expressed satisfaction with the program’s assurance that completers have access to necessary learning resources, including technology, facilities, and personnel. In terms of overall ratings, completers evaluated their preparation as highly effective or effective, with an average of 99% over the three years (96% in 2021, and 100% in both 2022 and 2023). This result is supported by our employer survey, which identified technology as a strength of our completers.

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#### Diversity, Equity, and Inclusion (InTASC Standards 1-10; CAEP 2022 Revised Standards)

The fall 2023 survey results indicate that all of the 2021-2022 completers reported engaging with students and families from diverse ethnic, racial, socioeconomic, and exceptional groups during their clinical experiences. All surveyed completers agreed that these experiences enriched their ability to plan culturally responsive instruction that caters to diverse learners. Furthermore, all completers felt that they were *effective or highly effective* prepared to engage students in discussions on diversity topics.

However, only 86% of completers strongly concurred or agreed that they were equipped to communicate with diverse parents and/or guardians. This figure has seen a rise over the past three years as the EPP has been amplifying opportunities for completers to interact with students' parents. Several activities have been integrated into courses to aid completers in honing these skills and fostering accurate awareness. Additionally, opportunities to exercise these skills during their field experience and student teaching opportunities.

The EPP will continue to analyze completer data through the Quality Assurance System to ensure the development of strategies that support diversity, equity, and inclusion throughout the instructional program. During the fall the Dean's Council, as well as the EPP reviewed the completer data and identified diversity, equity, and inclusion as areas requiring attention in the initial program curriculum. Following this, the Program Chair and faculty reviewed the results in subsequent department meetings during the 2022-2023 academic year and developed a diversity action plan to review the curriculum. This plan aims to increase completers' opportunities and abilities to work with students from diverse ethnic, racial, socioeconomic, and exceptional groups.

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Marzano, R. J., Pickering, D., Pollock, J. E. (2001). Classroom Instruction That Works. United States: Association for Supervision and Curriculum Development.

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### Appendix A. SAMPLE Student Feedback Report

#### Student Feedback Report



#### Class report

Prepared for

Prepared by

Ralph C. Wilson, Jr. School of Education

St. John Fisher University Spring

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#### Class report

Class: **Grade**

Survey level: **Grades 3-5**

Students participated: **23**

Type: **DESE Model Student Feedback Survey: Short Form**

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Standard indicator linked to survey questions.



Standard I: Curriculum, Planning & Assessment	Standard II: Teaching All Students
I.A: Curriculum & Planning	II.A: Instruction
I.B: Assessment	II.B: Learning Environment
I.C: Analysis	II.D: Cultural Proficiency
	II.E: Expectations

A 20-item survey was adapted for the Student Feedback Survey. Students were asked to read each statement and then choose one answer choice that the student thought fit the best. A 5-point Likert scale was utilized with the following ratings strongly agree, agree, neutral, disagree, and strongly disagree.

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Broken down by Standards, mean scores provided.

<b>Curriculum &amp; Planning</b>	<b>4.00</b>
I use evidence to explain my thinking when I write, answer questions, and talk about my work.	
My teacher encourages me to think of more than one way to solve a problem.	
The lessons in this class are clearly taught.	
My teacher asks us to share what we have learned in a lesson.	
<b>Assessment</b>	<b>4.48</b>
My teacher checks to make sure I understand what he or she is teaching the class.	
<b>Analysis</b>	<b>4.26</b>
After I talk to my teacher, I know how to make my work better.	
<b>Instruction</b>	<b>3.70</b>
I can show my learning in many ways (e.g., writing, graphs, pictures).	
My teacher encourages me to try to solve problems.	
I can do more challenging work when I am waiting for other students to finish.	
My teacher uses things that interest me to explain hard ideas.	
In class, I teach other students how I solved a problem.	
<b>Learning Environment</b>	<b>3.90</b>
In this class, students help each other learn.	
My teacher uses our mistakes as a chance for us all to learn.	
My teacher gives students a chance to explain when they do something wrong.	
My teacher encourages me even when my work is not my best.	

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Cont.

**Cultural Proficiency** 4.15

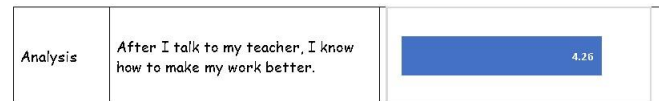
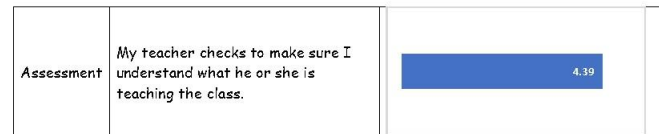
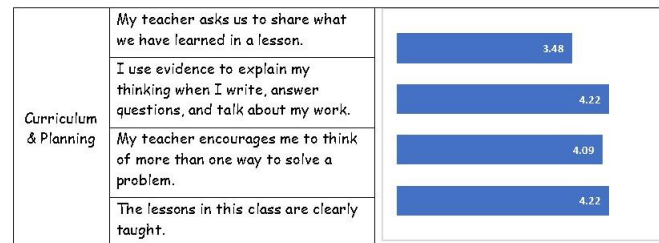
My teacher shows us how to respect different opinions in class.  
 In this class, other students take the time to listen to my ideas.

**Expectations** 4.22

When my class does not understand something, my teacher explains it another way.  
 When asked, I can explain what I am learning and why.  
 I understand more than I thought I could in this class.  
 In this teacher's class, I have learned not to give up, even when things get difficult.

Standard I: Curriculum, Planning & Assessment

0.00 ← → 5.00



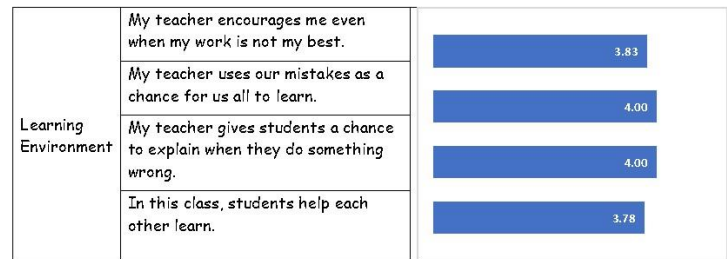
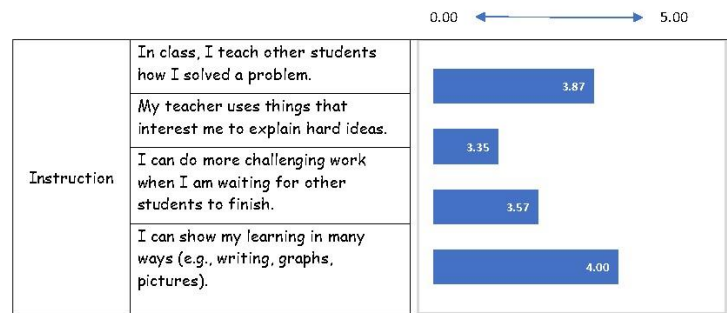
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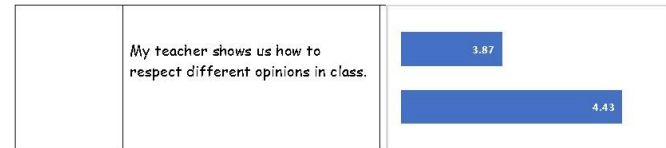
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### Standard II: Teaching All Students

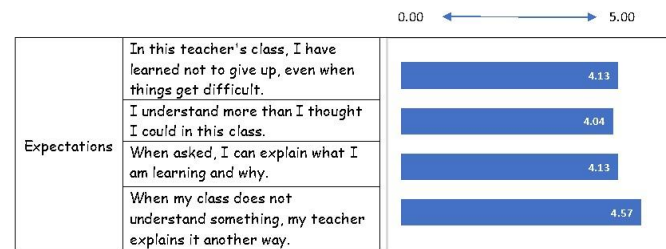


Category	Statement	Score
Cultural Proficiency	In this class, other students take the time to listen to my ideas.	

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### Standard II: Teaching All Students Cont.



### Percentages of students who Agreed, were Neutral, and Disagreed.

Category	Statement	Agree	Neutral	Disagree
I.A. Curriculum & Planning	I use evidence to explain my thinking when I write, answer questions, and talk about my work.	87%	13%	0%
	My teacher encourages me to think of more than one way to solve a problem.	70%	26%	4%
	The lessons in this class are clearly taught.	83%	17%	0%
I.B. Assessment	My teacher asks us to share what we have learned in a lesson.	57%	26%	17%
	My teacher checks to make sure I understand what he or she is teaching the class.	91%	4%	4%
I.C. Analysis	After I talk to my teacher, I know how to make my work better.	83%	13%	4%

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II.A. Instruction	Agree	Neutral	Disagree
I can show my learning in many ways (e.g., writing, graphs, pictures).	74%	22%	4%
I can do more challenging work when I am waiting for other students to finish.	52%	39%	9%
My teacher uses things that interest me to explain hard ideas.	52%	26%	22%
In class, I teach other students how I solved a problem.	57%	39%	4%
II.B. Learning Environment	Agree	Neutral	Disagree
In this class, students help each other learn.	65%	26%	9%
My teacher uses our mistakes as a chance for us all to learn.	78%	13%	4%
My teacher gives students a chance to explain when they do something wrong.	78%	17%	4%
My teacher encourages me even when my work is not my best.	70%	17%	13%
II.D. Cultural Proficiency	Agree	Neutral	Disagree
My teacher shows us how to respect different opinions in class.	87%	13%	0%
In this class, other students take the time to listen to my ideas.	61%	35%	4%
II.E. Expectations	Agree	Neutral	Disagree
When my class does not understand something, my teacher explains it another way.	96%	4%	0%
When asked, I can explain what I am learning and why.	87%	9%	4%
I understand more than I thought I could in this class.	74%	22%	4%
In this teacher's class, I have learned not to give up, even when things get difficult.	70%	26%	4%

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