

## 2024-2025 Impact and Outcome Measures

Glennville State University Education program is accredited by the Council for the Accreditation of Educator Preparation (CAEP), formerly the National Council for the Accreditation for Teacher Education (NCATE). CAEP is the sole national accrediting body for educator preparation providers having programs leading to certification/licensure, bachelor's master's post-baccalaureate, and doctoral degrees in the United States and internationally.

CAEP/NCATE accreditation confirms that GSU's undergraduate educator program has demonstrated that it meets standards set by organizations representing the academic community, professionals, and other stakeholders.

### CAEP Accountability Measures

#### Impact Measures

Measure 1 (initial). Completer effectiveness and Impact on P-12 learning and development (Component R4.1)

Measure 2. (Initial and/or Advanced). Satisfaction of employers and stakeholder involvement (Components R4.2/ R5.3/ RA.4.1)

#### Outcome Measures

Measure 3 (Initial and/or Advanced). Candidate competency at program completion (Component R3.3/ RA3.4)

Measure 4 (Initial and/or Advanced). Ability of completers to be hired in education positions for which they have prepared.

During 2019-2022, Glennville State University joined the Common Indicator System (CIS) network and was a part of the Deans for Impact consortium. CIS provided the EPP with the following valid and reliable assessment instruments to track the perceptions of teacher candidates, program completers, and employers: Teaching Beliefs and Mindsets Survey (TBMS), Beginning Teacher Survey (BTS), and Employer Survey (ES). Access to CIS network data not only allowed the EPP to determine the perceptions of teacher candidates at the institution level across multiple years but also enabled the comparison of performance between the EPP teacher candidates and their peers within the CIS network. Starting in August 2022, the CIS no longer offers the above-mentioned services; however, the EPP was granted the right to use the survey instruments and continue to analyze its own data.

## CAEP Accountability Measures

### Impact Measures (CAEP Standard 4)

#### Measure 1. Completer effectiveness and impact on P-12 learning and development

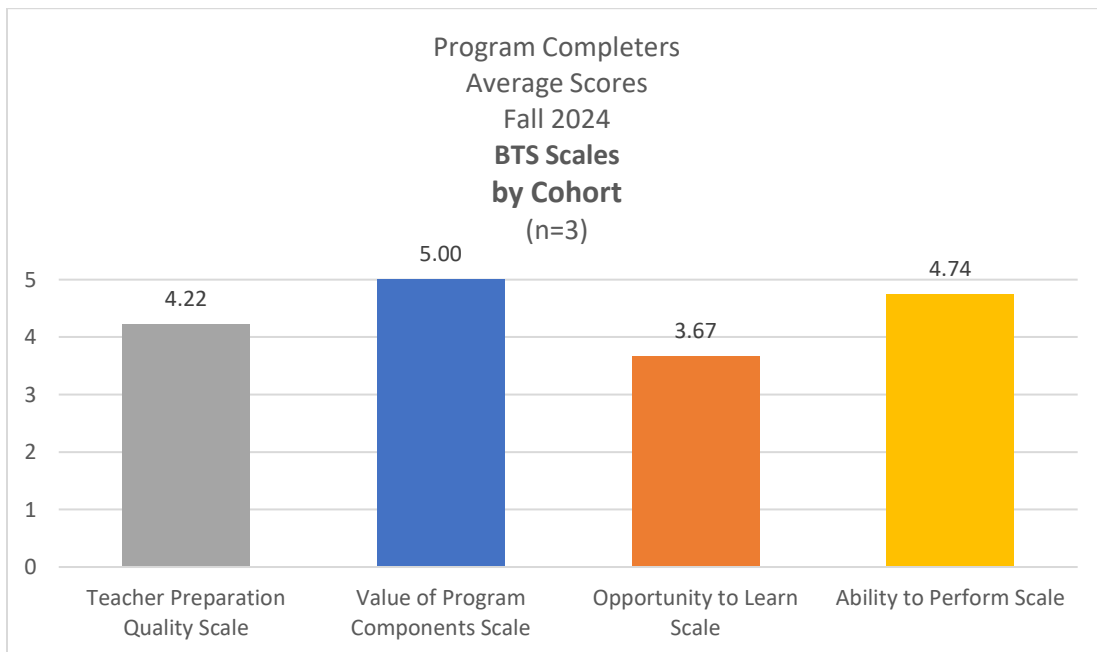
The EPP uses two proprietary assessments – **Beginning Teacher Survey (BTS)** and **Employer Survey (ES)** - to measure the impact of program completers on P-12 student learning and growth, as well as the application of professional knowledge, skills, and dispositions acquired during the Teacher Education program. The survey data are collected during the teacher preparation program completers' first year of employment (no earlier than six months after completing the program) in a position for which they were prepared for state licensure.

The **Beginning Teacher Survey (BTS)** and **Employer Survey (ES)** data were disaggregated at the (a) **scale** and (b) **individual item level** by:

- Cohort
- Gender
- Race/Ethnicity
- 1<sup>st</sup> Generation Status
- Programmatic Level
- Content Specialization Area

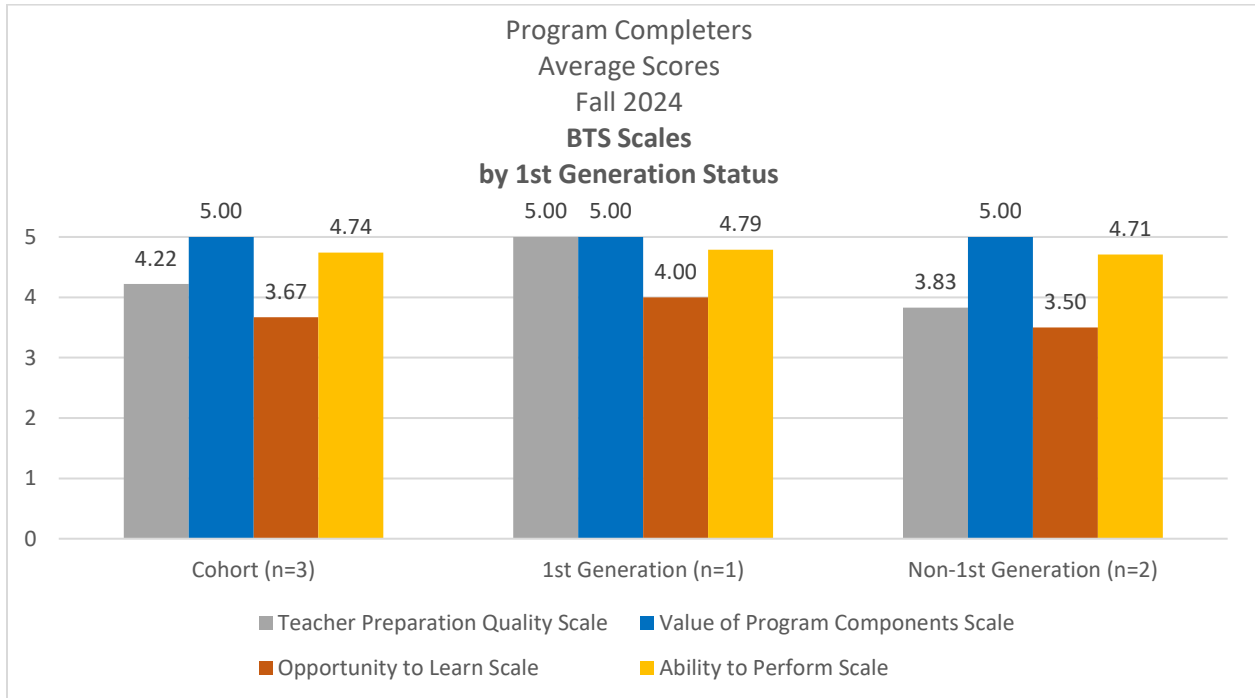
### Beginning Teacher Survey (BTS)

#### Fall 2024 Data Analysis

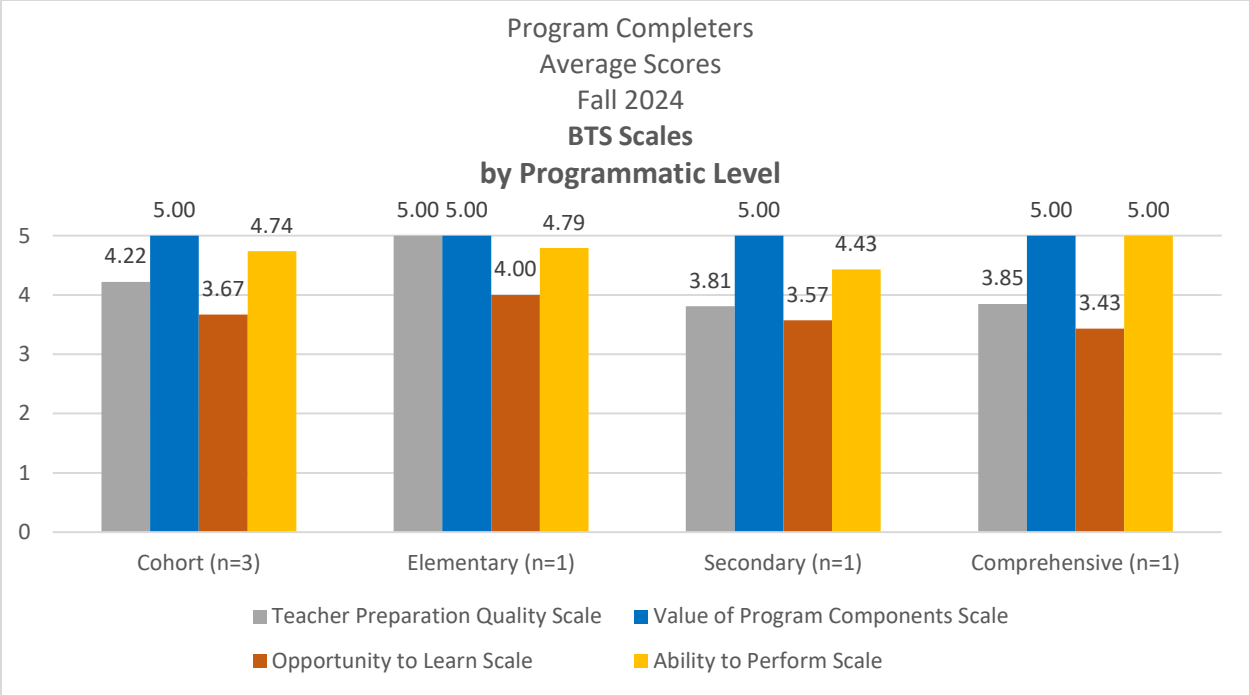


Program completers reported very strong perceptions across all BTS scales, with mean scores ranging from 3.67 to 5.00. The Value of Program Components Scale received the highest

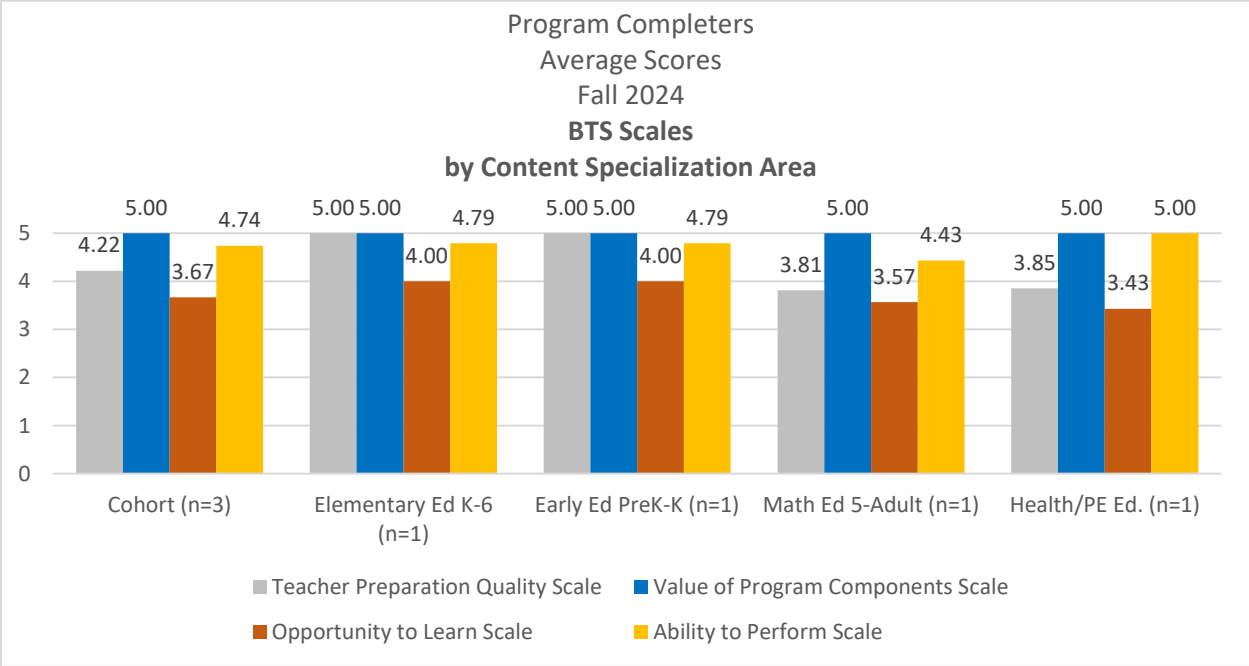
possible rating (M = 5.00), followed closely by the Ability to Perform Scale (M = 4.74), indicating high satisfaction with program elements and strong confidence in professional readiness. The Teacher Preparation Quality Scale also reflected positive perceptions (M = 4.22). The comparatively lower rating on the Opportunity to Learn Scale (M = 3.67). The findings suggest an opportunity to further strengthen this aspect of the program.



Across first-generation status, program completers reported strong and generally positive perceptions on all BTS scales. Both first-generation and non-first-generation completers rated the Value of Program Components and Ability to Perform scales very highly (Ms = 4.7–5.0), indicating strong satisfaction with program elements and confidence in professional readiness. Lower ratings were observed on the Opportunity to Learn Scale, particularly among non-first-generation completers, though scores remained favorable overall.

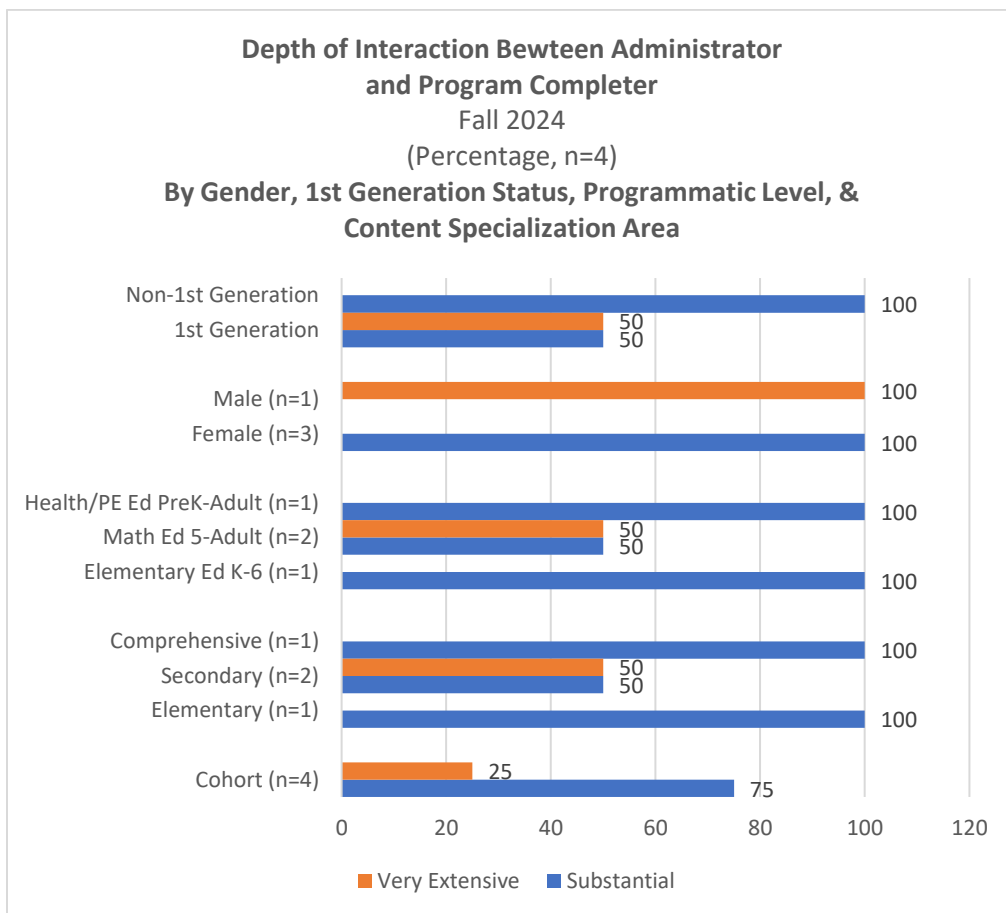


Across programmatic levels, program completers reported strong and positive perceptions on all BTS scales. The Value of Program Components Scale received uniformly high ratings across levels (M = 5.00), indicating consistent satisfaction with key program elements. Ability to Perform ratings were also high across programs, particularly among Comprehensive completers (M = 5.00), reflecting strong confidence in professional readiness. The Teacher Preparation Quality Scale and Opportunity to Learn Scale showed more variation across programmatic levels, with Opportunity to Learn consistently rated lower than other scales.



Across content specialization areas, program completers reported consistently strong perceptions of program quality, value, and preparedness for professional practice. The Value of Program Components Scale received uniformly high ratings across all specializations ( $M = 5.00$ ), and Ability to Perform ratings were similarly strong, indicating high confidence in readiness to teach. Greater variation was observed on the Teacher Preparation Quality and Opportunity to Learn scales, with Opportunity to Learn consistently rated lower than other scales across specialization areas.

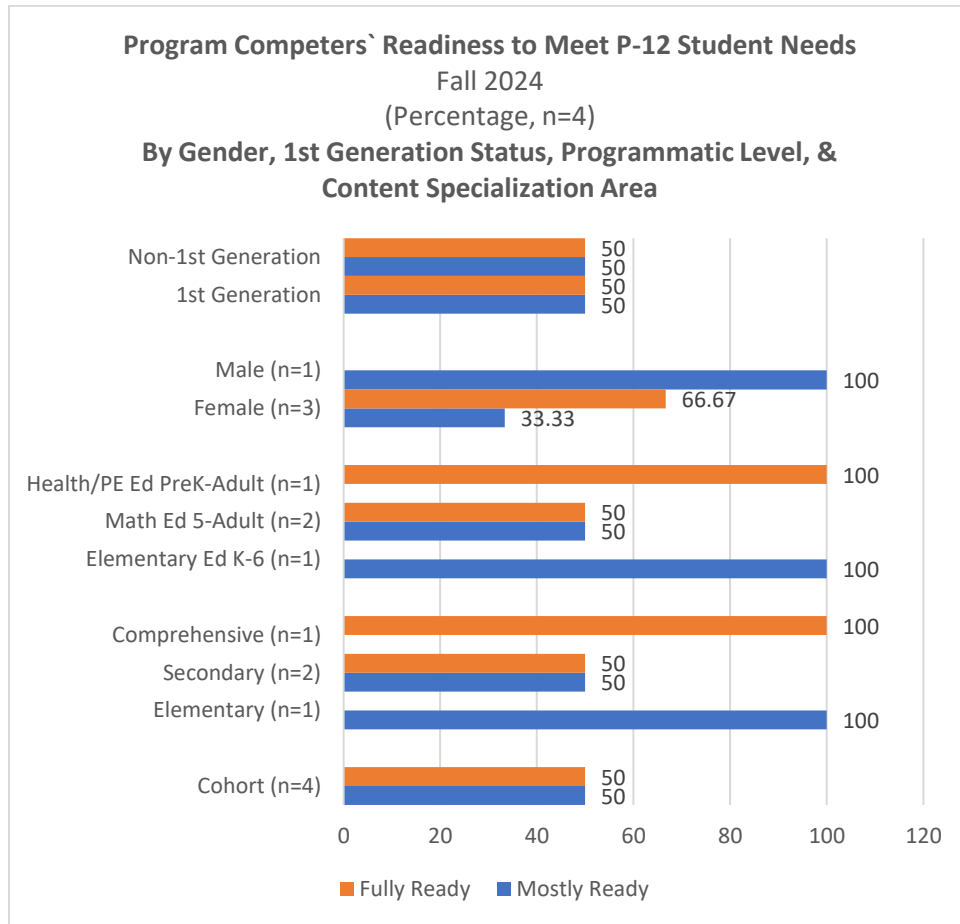
## Employer Survey Fall 2024 Data Analysis



The data indicate high levels of interaction between administrators and program completers during Fall 2024. Overall, 75% of completers demonstrated substantial engagement and 25% demonstrated very extensive interaction, reflecting consistently meaningful communication.

Across subgroups, patterns were largely consistent. Non-first-generation and female completers demonstrated entirely substantial interaction (100%), while first-generation, secondary, and Math Education completers showed a 50/50 split between substantial and very extensive interaction. The male completer demonstrated very extensive interaction (100%).

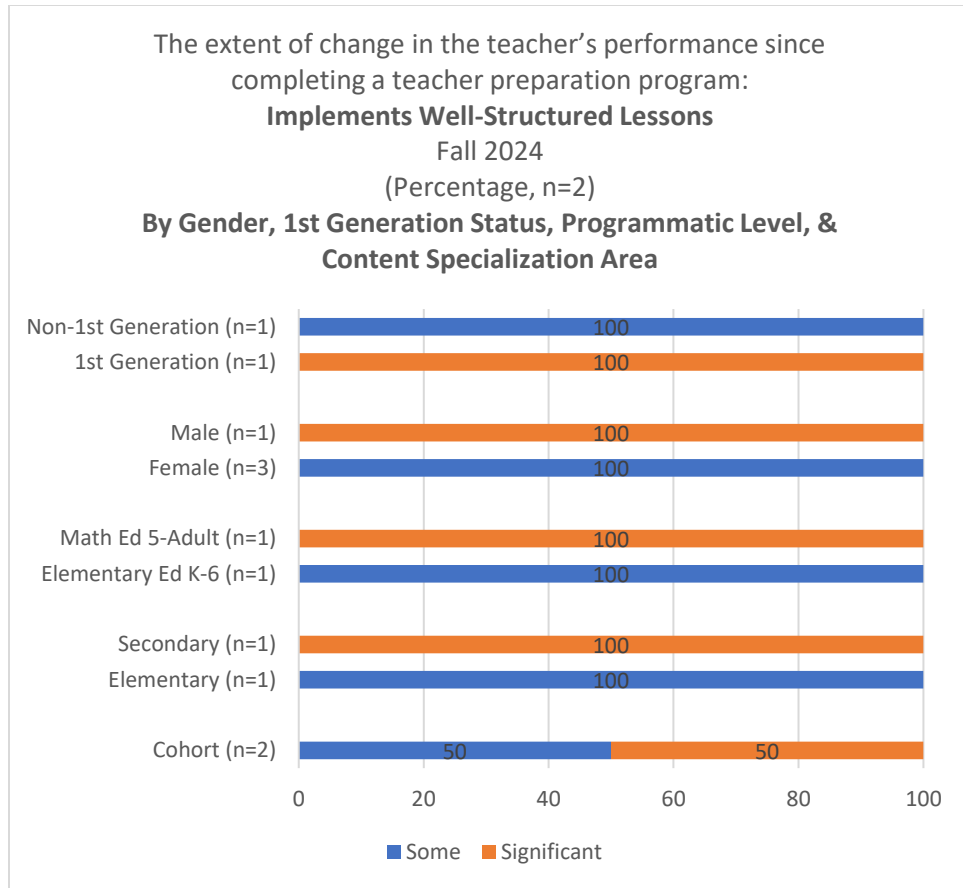
Overall, administrators' reports reflect strong and consistent engagement across all groups, with minor variation likely due to the small sample size rather than meaningful differences.



The data indicate strong overall readiness among program completers to meet P–12 student needs during Fall 2024. At the cohort level, readiness was evenly split, with 50% rated as fully ready and 50% as mostly ready, indicating that all candidates met expectations.

Across subgroups, results were largely consistent. Both first-generation and non–first-generation completers showed a 50/50 distribution. The male completer was rated as mostly ready (100%), while female completers were primarily rated as fully ready (66.67%). Health/PE and comprehensive program completers were rated as fully ready (100%), whereas elementary completers were rated as mostly ready (100%), and secondary and Math Education completers showed an even split.

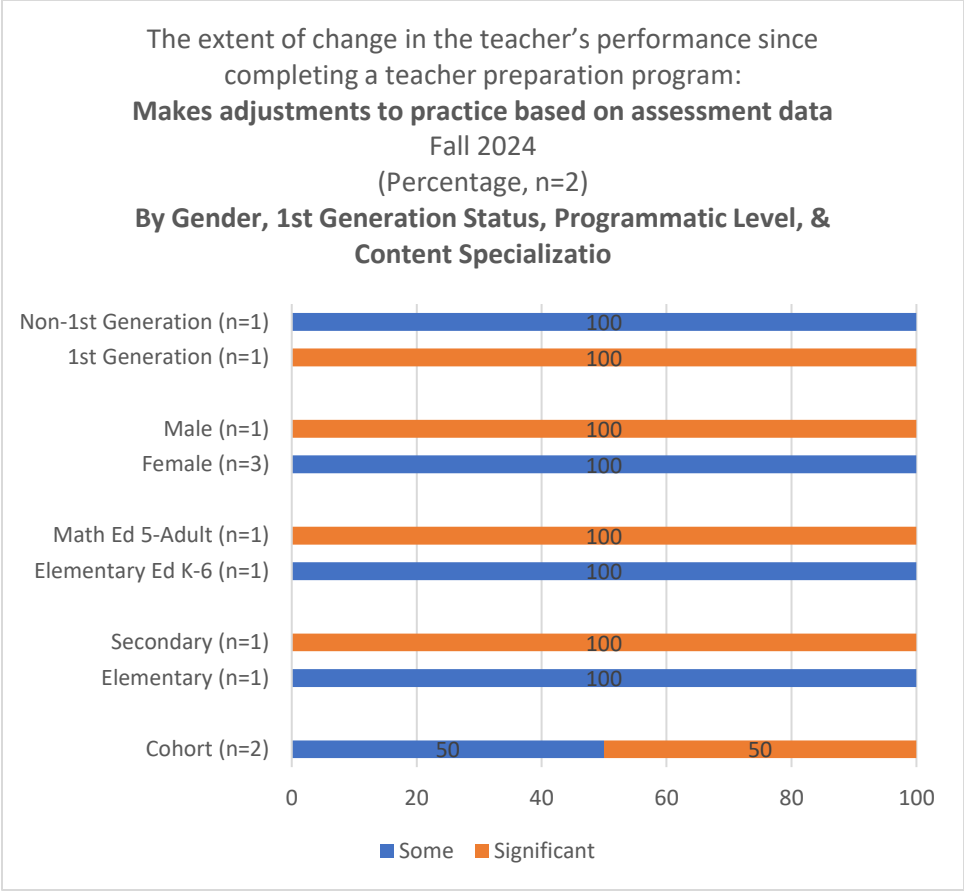
Overall, administrators' ratings reflect consistently high levels of readiness across all groups, with minor variation likely due to the small sample size rather than meaningful differences in preparedness.



The data indicate positive changes in teachers’ ability to implement well-structured lessons following completion of the program. At the cohort level, 50% demonstrated some improvement and 50% demonstrated significant improvement, indicating growth across all completers.

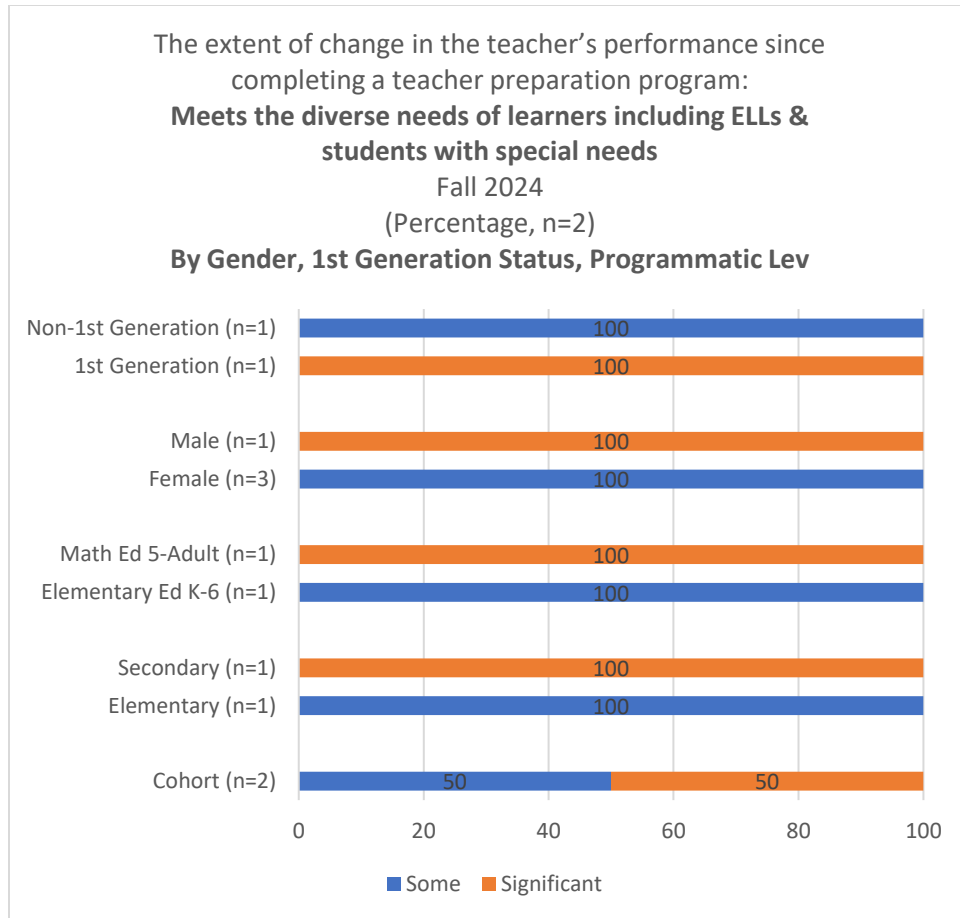
Across subgroups, patterns were consistent but split. Non–first-generation and female teachers showed some improvement (100%), while first-generation, male, Math Education, and secondary teachers showed significant improvement (100%). Elementary teachers demonstrated some improvement (100%).

Overall, administrators’ evaluations reflect meaningful growth across all groups, with variation between “some” and “significant” improvement likely due to the small sample size rather than meaningful differences.



The data indicate positive changes in teachers’ ability to make instructional adjustments based on assessment data following program completion. At the cohort level, 50% demonstrated some improvement and 50% demonstrated significant improvement, indicating growth across all completers.

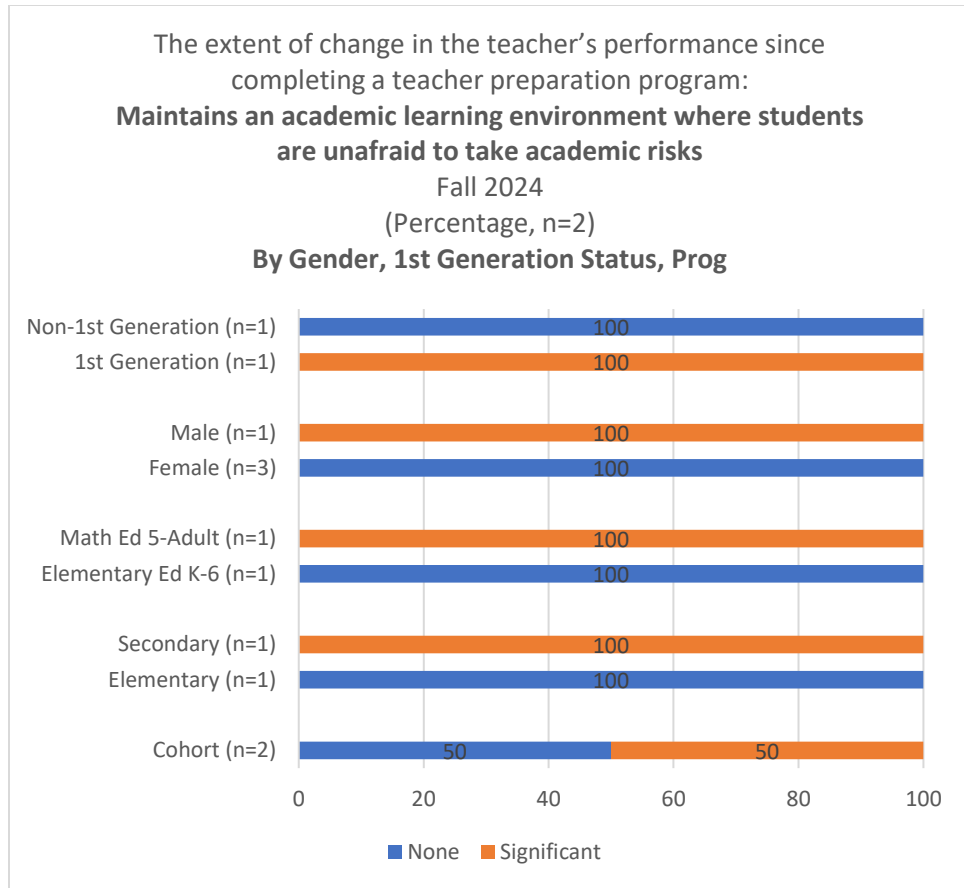
Across subgroups, patterns were consistent but split. Non–first-generation and female teachers showed some improvement (100%), while first-generation, male, Math Education, and secondary teachers showed significant improvement (100%). Elementary teachers demonstrated some improvement (100%).



The data indicate positive changes in teachers’ ability to meet the diverse needs of learners following program completion. At the cohort level, 50% demonstrated some improvement and 50% demonstrated significant improvement, indicating growth across all completers.

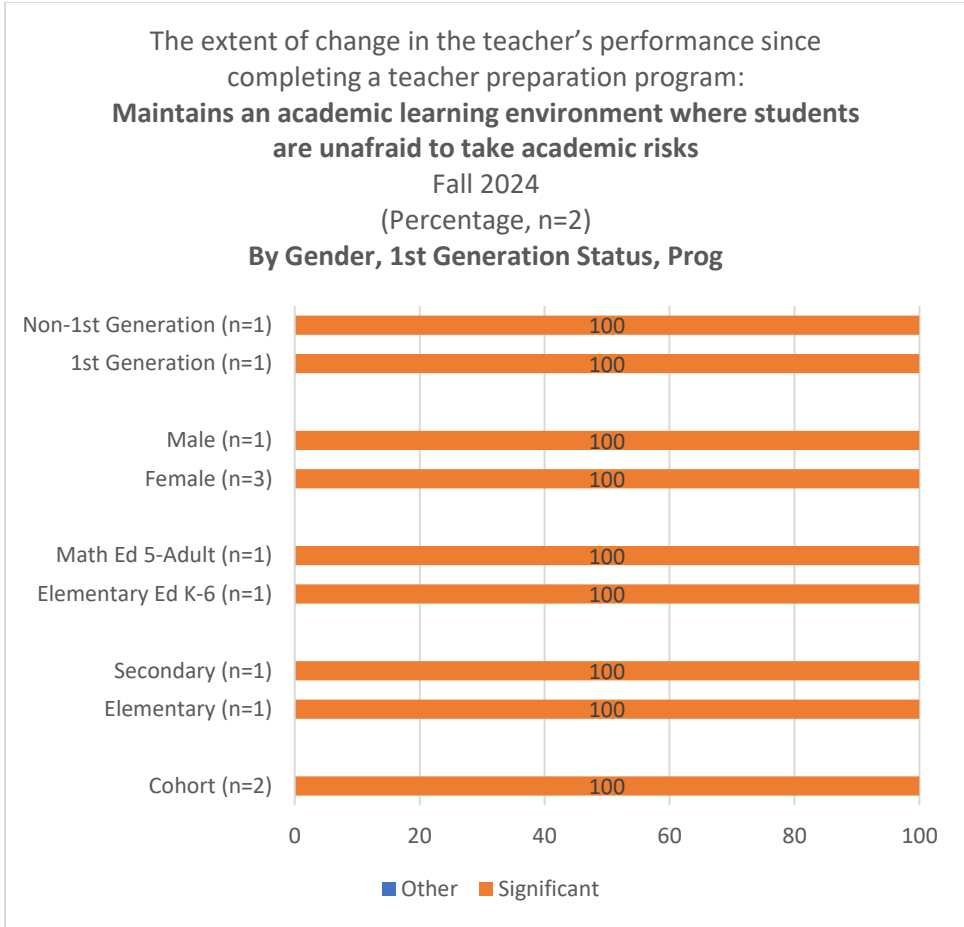
Across subgroups, patterns were consistent but split. Non–first-generation and female teachers showed some improvement (100%), while first-generation, male, Math Education, and secondary teachers showed significant improvement (100%). Elementary teachers demonstrated some improvement (100%).

Overall, administrators’ evaluations reflect meaningful growth across all groups, with variation between “some” and “significant” improvement likely due to the small sample size rather than meaningful differences.



The data indicate mixed outcomes in teachers' ability to maintain an academic learning environment where students feel safe to take risks following program completion. At the cohort level, 50% demonstrated no change and 50% demonstrated significant improvement, suggesting growth for some and stable performance for others.

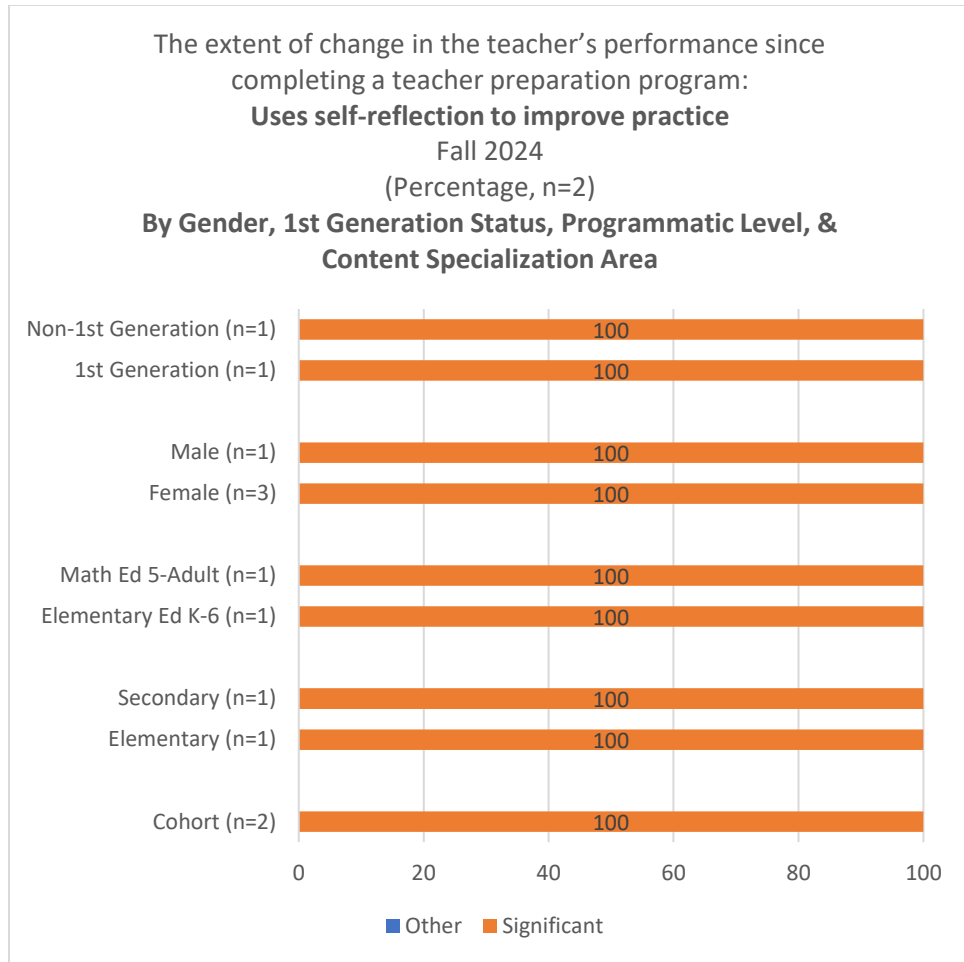
Across subgroups, patterns were consistent. Non-first-generation and female teachers showed no change (100%), while first-generation, male, Math Education, and secondary teachers showed significant improvement (100%). Elementary teachers demonstrated no change (100%). Overall, administrators' evaluations suggest either maintained strong practice or notable growth, with differences likely due to the small sample size rather than meaningful trends.



The data indicate uniformly significant improvement in teachers' ability to maintain an academic learning environment where students feel safe to take risks following program completion. At the cohort level, 100% of teachers demonstrated significant improvement.

This pattern is consistent across all subgroups, including first-generation status, gender, content areas, and programmatic levels, with all teachers rated at 100% significant improvement.

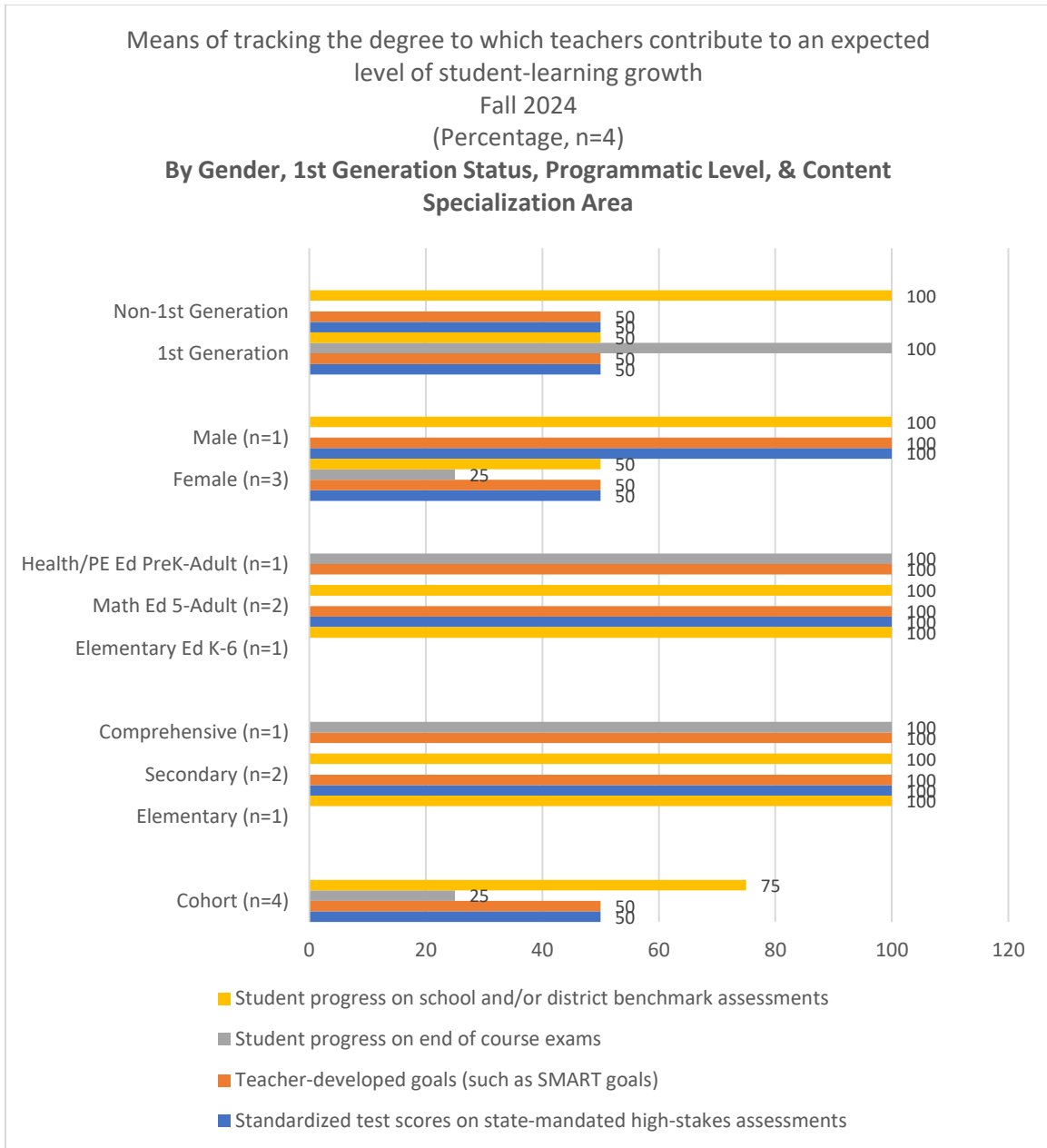
Overall, administrators' evaluations reflect strong and consistent growth across all groups, though the small sample size should be considered when interpreting the results.



The data indicate uniformly significant improvement in teachers' use of self-reflection to improve practice following program completion. At the cohort level, 100% of teachers demonstrated significant improvement.

This pattern is consistent across all subgroups, including first-generation status, gender, content areas, and programmatic levels, with all teachers rated at 100% significant improvement.

Overall, administrators' evaluations reflect strong and consistent growth across all groups, though the small sample size should be considered when interpreting the results.



The data indicate that administrators use multiple measures to evaluate teachers' contributions to student learning growth, with a strong emphasis on benchmark assessments. At the cohort level, benchmark assessments were used most frequently (75%), followed by teacher-developed goals and standardized tests (50% each), and end-of-course exams (25%).

Across subgroups, patterns were generally consistent. Both first-generation and non-first-generation teachers were evaluated using a mix of measures, with benchmark assessments most prominent. The male teacher was evaluated using all measures (100%), while female teachers most frequently used benchmark assessments, with moderate use of other measures.

Overall, administrators rely on a comprehensive set of tools, prioritizing benchmark data, with variation in use likely due to the small sample size rather than meaningful differences.

## **Measure 2. Satisfaction of employers and stakeholder involvement**

The EPP uses a proprietary assessment, **Employer Survey (ES)**, to measure employer satisfaction with program completers` preparation for their assigned responsibilities in working with P-12 students and their families. Please see Measure 1 for the Fall 2024 Employer Survey data analysis.

The EPP meets with the Educational Personnel Preparation Advisory Committee (EPPAC) once per semester to share updates, have collaborative discussions, and get approval from these stakeholders for various issues and areas concerning the program, such as the revised EPP created assessments program revisions and survey data results. EPPAC membership includes EPP education faculty, university administration, university alumni, public school partner teachers, community partners, and university student education majors. Additionally, results from Via Student Learning and Licensure will be shared at each EPPAC meeting so that the appropriate changes can be reviewed and addressed to strengthen teacher candidates` success. As stated in Component 5.1, this system will track teacher candidates from the first education course (EDUC 203-Foundations of Education) through student teaching/residency. The data generated by Via will be analyzed and shared with EPP faculty and stakeholder groups such as EPPAC.

## **Outcome Measures**

### **Measure 3: Candidate competency at program completion.**

The link to the EPP`s Title II data can be found on the Education Department webpage under the section titled, Impact and Outcomes Measures. Directions for “Overall Pass Rates on Assessments Required for a Teaching Credential” are also listed on this webpage.

The link is as follows:

[https://title2.ed.gov/Public/Report/Providers/Providers.aspx?p=4\\_10&i=5254](https://title2.ed.gov/Public/Report/Providers/Providers.aspx?p=4_10&i=5254)

## **Indicators of teaching effectiveness**

The EPP collects data from a variety of assessment instruments, including the Intern Capstone Assessment. The Capstone Assessment includes artifacts and documents that demonstrate mastery of each of the ten InTASC Standards (Interstate Teacher Assessment and Support Consortium). The portfolio is evaluated by faculty members of the EPP. The assessment rubric has been used to evaluate the evidence of student performance outcomes based on each of the InTASC standards. Each faculty member completes the scoring sheet using the rubric.

To ensure the validity and reliability of the Capstone Assessment instrument, the EPP has taken the following steps: (a) in order to provide training for the EPP faculty on the validity and reliability of EPP-created assessment instruments, the EPP reached out to a peer institution of higher education asking to complete/conduct/provide a webinar; (b) the EPP has initiated the development of a webpage to share resources with the EPP faculty related to validity and reliability of EPP-created assessment instruments; (c) the EPP developed a schedule for a 3-5-

year review cycle to evaluate the validity and reliability of the EPP-developed assessment instruments; and (d) the EPP established a Validity and Reliability Assurance Team comprised of the EPP faculty members as well as collaborating partners to guide the implementation of the plan.

### **Satisfaction of completers**

The following **Beginning Teacher Survey (BTS)** scales were used to assess program completers` satisfaction with their level of preparation: (a) *Teacher Preparation Quality Scale*, (b) *Value of the Teacher Preparation Program Components Scale*, and (c) *Opportunity to Learn*. Please see Measure 1 for the Fall 2024 Beginning Teacher Survey data analysis.

The BTS survey data were disaggregated at the (a) **scale** and (b) **individual item level** by:

- Cohort
- Gender
- Race/Ethnicity
- 1<sup>st</sup> Generation Status
- Programmatic Level
- Content Specialization Area

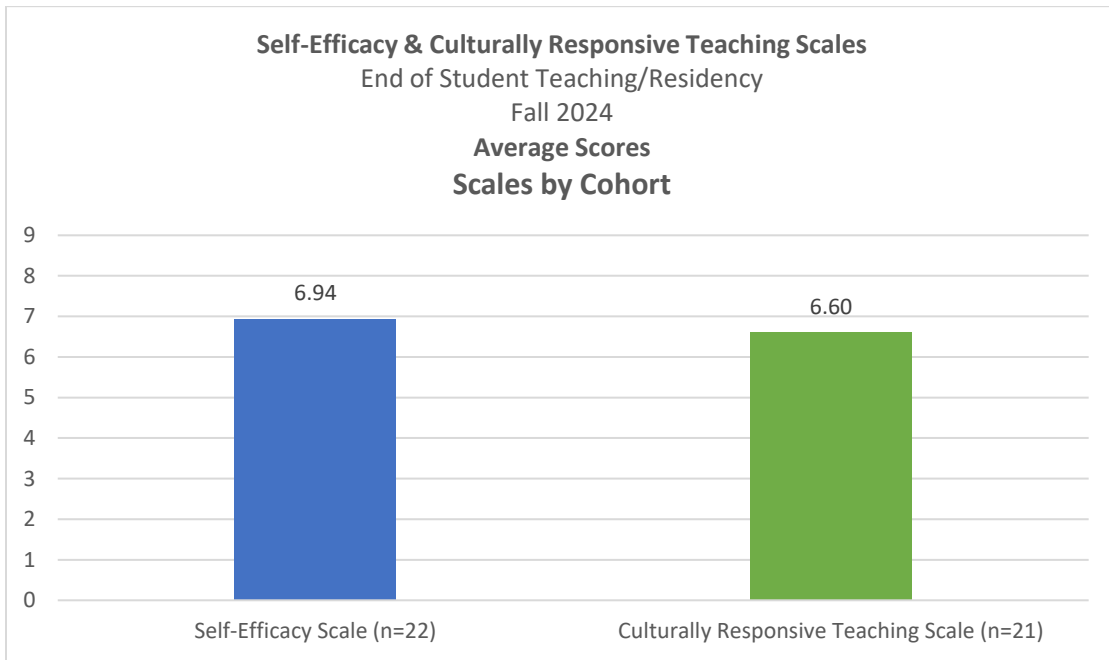
The findings from the BTS data of program completers` perception of their preparation and ability to perform in a P-12 classroom are consistent with data derived from the **Teacher Beliefs and Mindset Survey (TBMS)** – a proprietary assessment utilized by the EPP to capture teacher candidates` perception as they advance through the teacher education program.

The TBMS survey data were disaggregated at the (a) **scale** and (b) **individual item level** by:

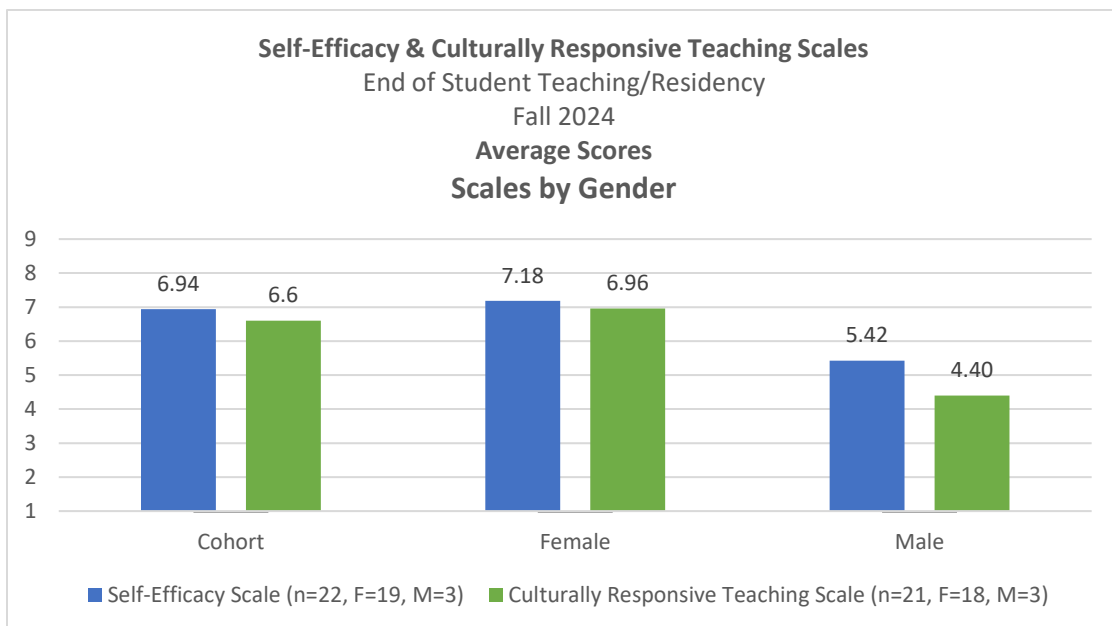
- Cohort
- Gender
- Race/Ethnicity
- 1<sup>st</sup> Generation Status
- Programmatic Level
- Content Specialization Area

# The Teaching Beliefs and Mindsets Survey (TBMS)

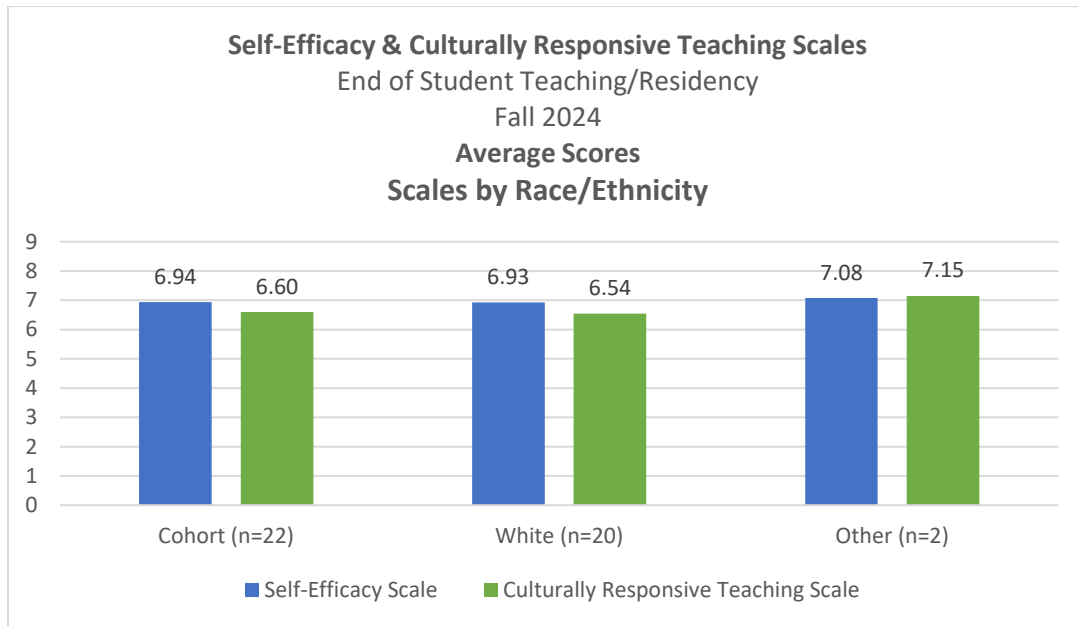
## Fall 2024 Data Analysis



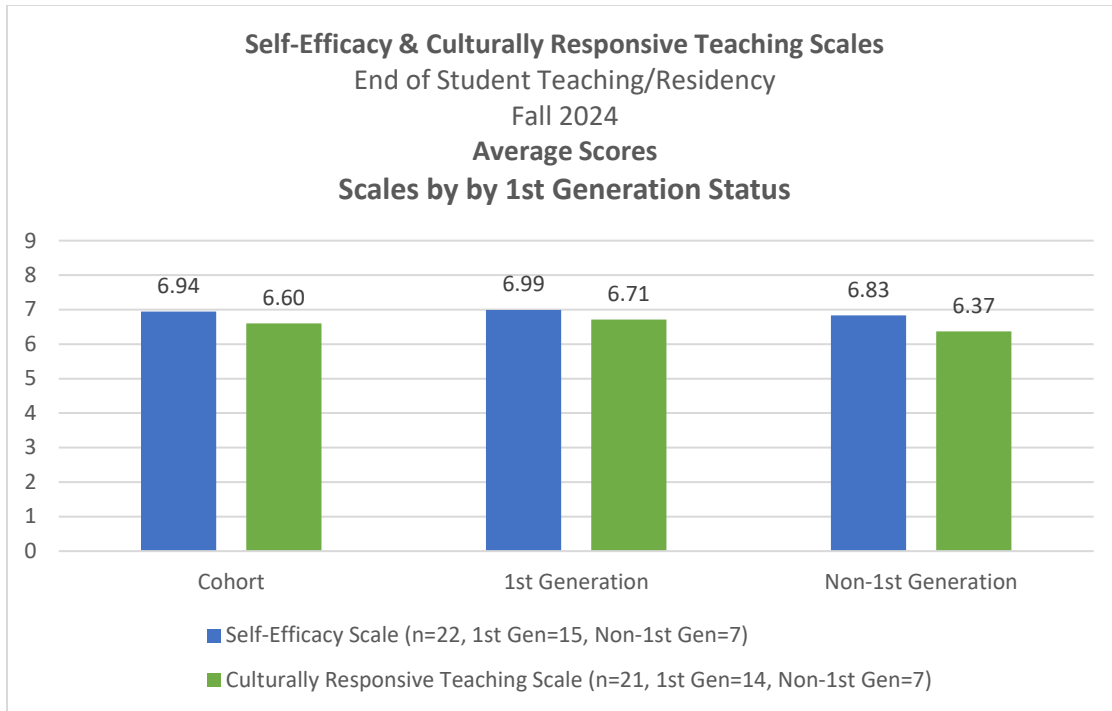
The graph displays end-of-student-teaching/residency average scores for the Fall 2024 cohort on the Self-Efficacy and Culturally Responsive Teaching scales. Candidates reported a mean self-efficacy score of 6.94 (n = 22) and a mean culturally responsive teaching score of 6.60 (n = 21), indicating overall positive preparedness upon completion of student teaching/residency. The lower culturally responsive teaching mean relative to self-efficacy highlights an area for continued program improvement on strengthening the application of culturally responsive practices in classroom instruction.



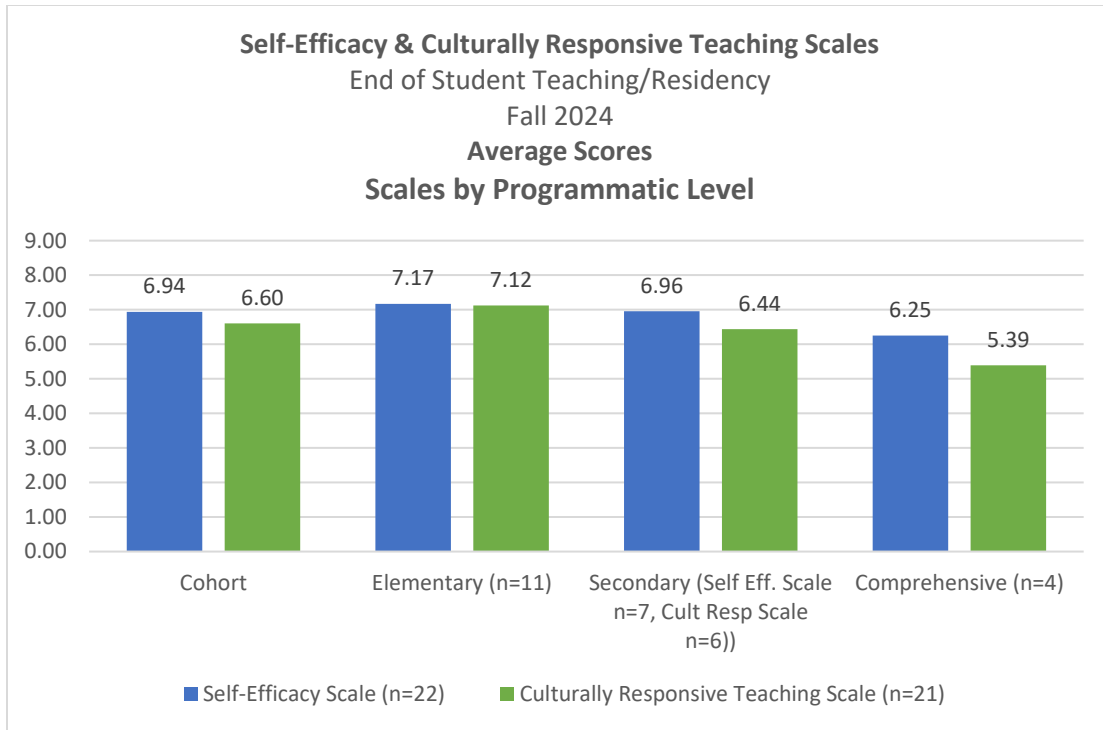
The data show the end-of-student-teaching/residency average scores on the Self-Efficacy and Culturally Responsive Teaching scales for the Fall 2024 cohort, disaggregated by gender. Overall cohort means were 6.94 for self-efficacy (n = 22) and 6.60 for culturally responsive teaching (n = 21). Female candidates reported higher average scores on both measures, with a mean of 7.18 in self-efficacy (n = 19) and 6.96 in culturally responsive teaching (n = 18), indicating confidence and readiness to implement culturally responsive practices. Male candidates (n = 3) reported lower average scores in self-efficacy (M = 5.42) and culturally responsive teaching (M = 4.40); however, these results should be interpreted cautiously due to the small sample size. The observed gender differences suggest an area for monitoring and consideration of targeted supports related to instructional confidence and culturally responsive teaching competencies.



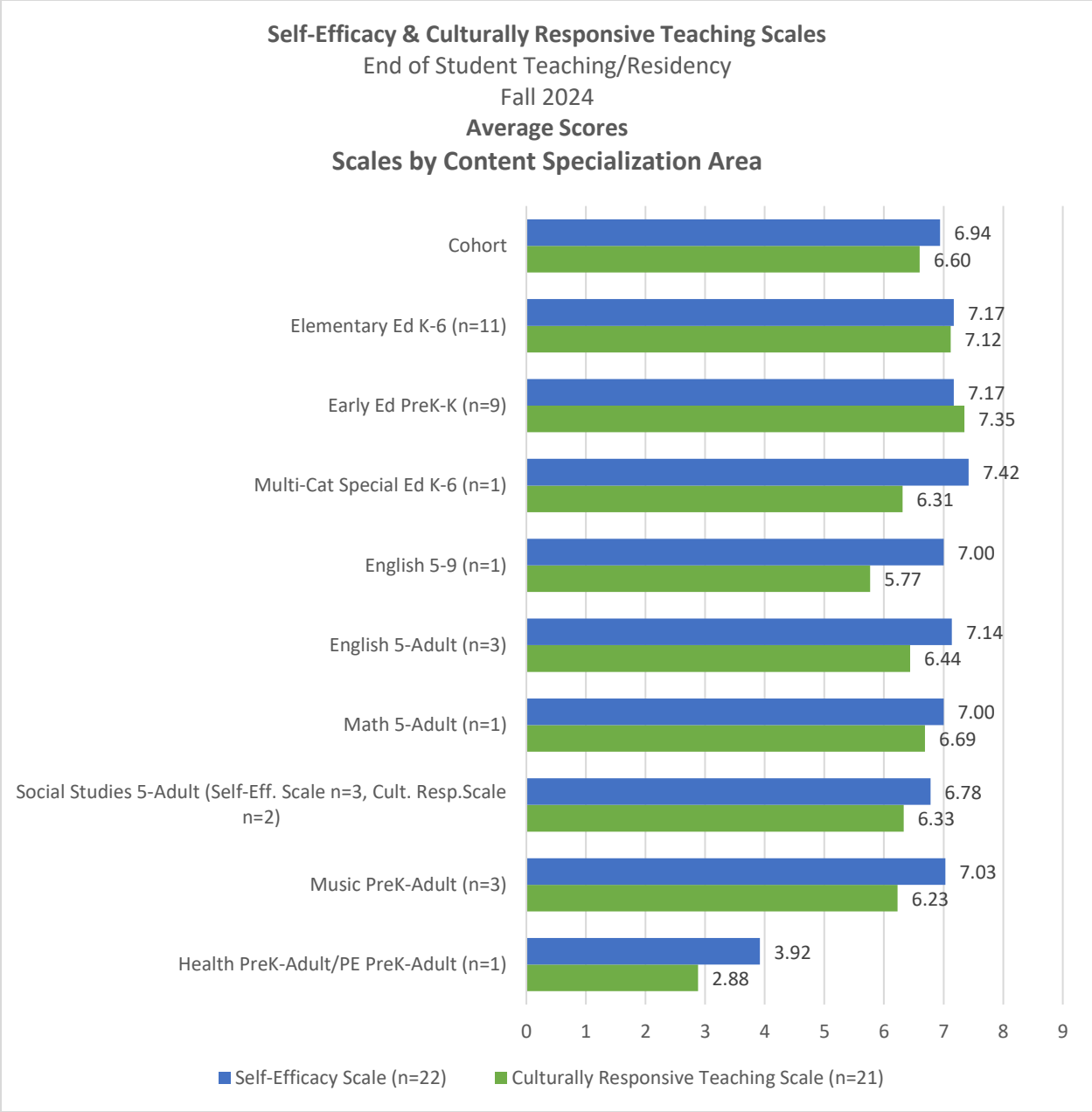
Overall, candidates reported relatively strong perceptions of self-efficacy and culturally responsive teaching at the end of student teaching/residency. For the full cohort (n = 22), mean self-efficacy (M = 6.94) was modestly higher than culturally responsive teaching (M = 6.60), indicating slightly greater confidence in general instructional practice than in culturally responsive teaching. A similar pattern was observed among White candidates (n = 12), with self-efficacy (M = 6.93) exceeding culturally responsive teaching (M = 6.54). The candidate identified as Other (n = 1) reported high scores on both measures, with culturally responsive teaching (M = 7.15) slightly higher than self-efficacy (M = 7.08). Across groups, self-efficacy scores consistently met or exceeded culturally responsive teaching scores, suggesting an area for continued program improvement.



The data show end-of-student-teaching/residency average scores on the Self-Efficacy and Culturally Responsive Teaching scales for the Fall 2024 cohort, disaggregated by 1st-generation college status. Overall cohort means were 6.94 for self-efficacy (n = 22) and 6.60 for culturally responsive teaching (n = 21), reflecting developing preparedness at program completion. First-generation candidates reported mean scores of 6.99 in self-efficacy (n = 15) and 6.71 in culturally responsive teaching (n = 14), indicating slightly stronger confidence in culturally responsive practices relative to the cohort overall. Non-1st-generation candidates (n = 7) reported similar but slightly lower averages (self-efficacy M = 6.83; culturally responsive teaching M = 6.37). All scores remain within a positive range, suggesting consistent program outcomes across first-generation status.



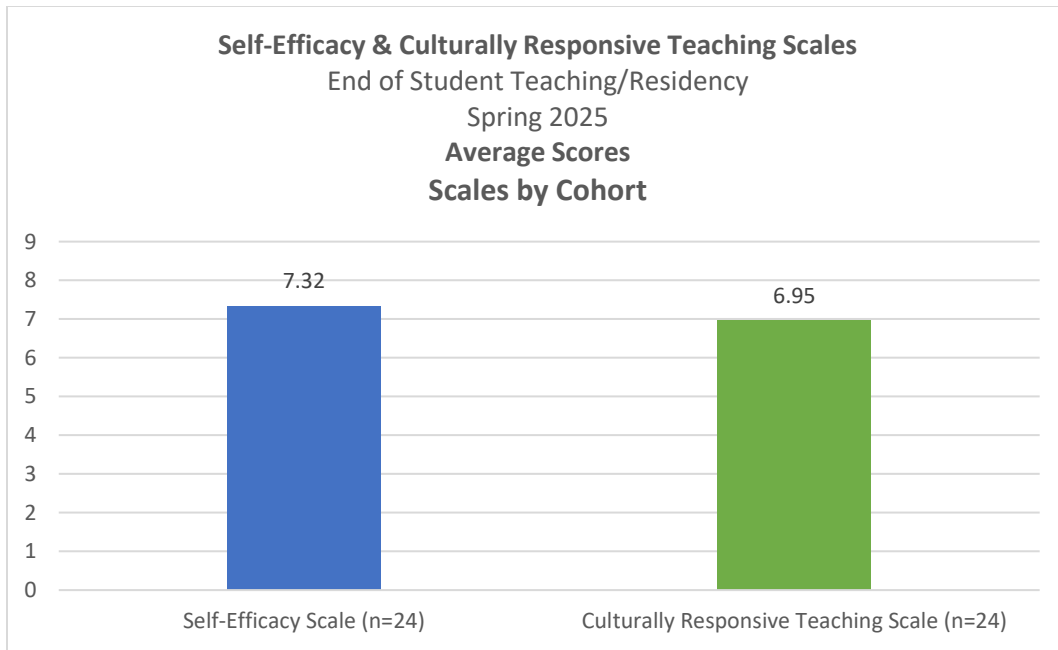
The data show end-of-student-teaching/residency average scores on the Self-Efficacy and Culturally Responsive Teaching scales for the Fall 2024 cohort, disaggregated by programmatic level. Overall cohort means were 6.94 for self-efficacy (n = 22) and 6.60 for culturally responsive teaching (n = 21), reflecting developing preparedness at program completion. Elementary candidates (n = 11) demonstrated the strongest outcomes, with mean scores of 7.17 in self-efficacy and 7.12 in culturally responsive teaching, indicating confidence and readiness to implement culturally responsive practices. Secondary candidates reported moderately positive scores (self-efficacy M = 6.96; culturally responsive teaching M = 6.44), while comprehensive candidates (n = 4) reported the lowest averages (self-efficacy M = 6.25; culturally responsive teaching M = 5.39). The pattern suggests opportunities for program improvement in strengthening culturally responsive teaching across programmatic levels, especially focusing on comprehensive level candidates.



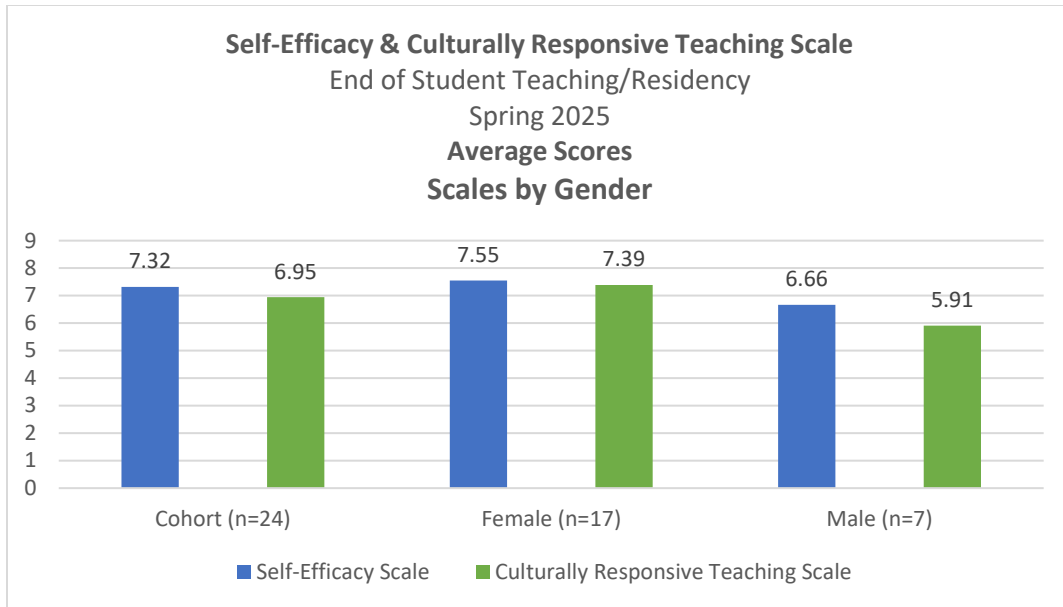
The data show end-of-student-teaching/residency average scores on the Self-Efficacy and Culturally Responsive Teaching scales by content specialization area for the Fall 2024 cohort. Overall cohort means were 6.94 for self-efficacy (n = 22) and 6.60 for culturally responsive teaching (n = 21). Elementary Education K–6 candidates (n = 11) demonstrated strong performance across both measures (self-efficacy M = 7.17; culturally responsive teaching M = 7.12), while Early Education PreK–K candidates (n = 9) also showed strong outcomes, particularly in culturally responsive teaching (M = 7.35). Several specialization areas with small sample sizes showed moderate variability, with Multi-Categorical Special Education K–6 (n = 1) and English 5–Adult (n = 3) reporting strong instructional confidence but slightly lower culturally responsive teaching scores, and Social Studies 5–Adult (n = 2–3) and Music PreK–

Adult (n = 3) demonstrating consistently positive performance. English 5–9 (n = 1) and Math 5–Adult (n = 1) candidates reported moderate confidence across both measures, while Health/Physical Education PreK–Adult (n = 1) reported lower scores (self-efficacy M = 3.92; culturally responsive teaching M = 2.88).

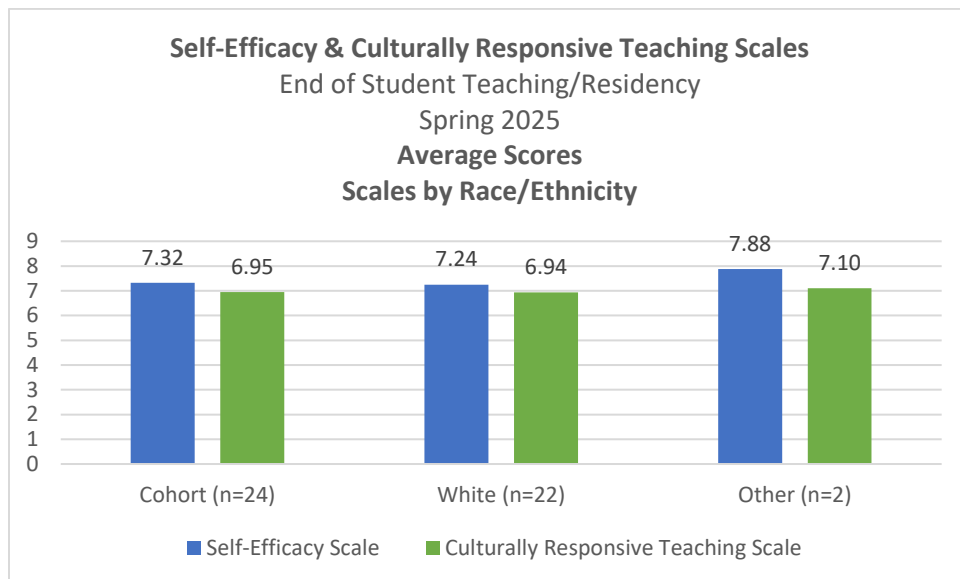
### Spring 2025 Data Analysis



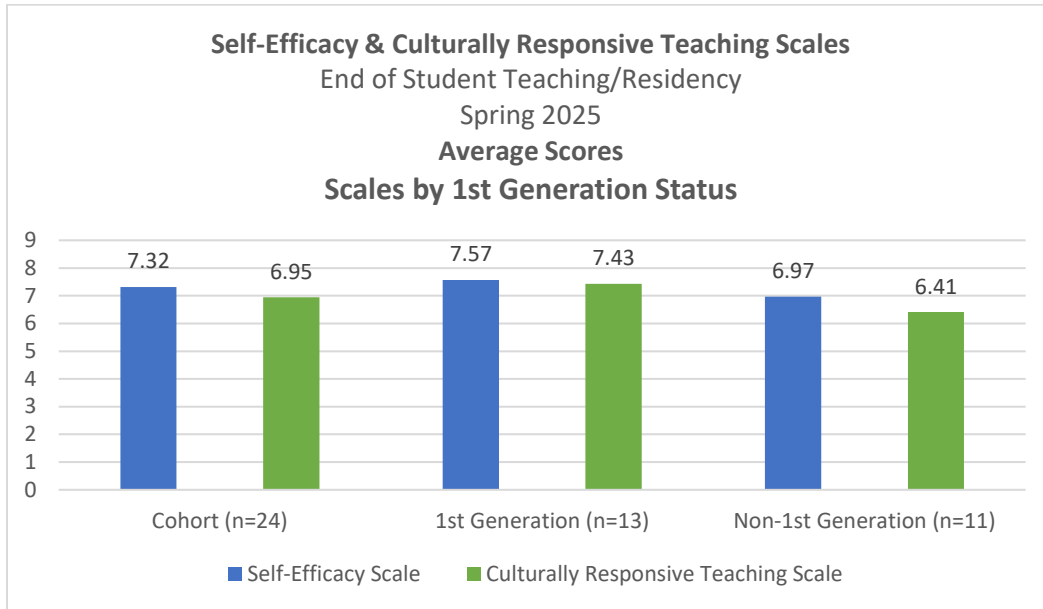
The data show end-of-student-teaching/residency average scores for the Spring 2025 cohort on the Self-Efficacy and Culturally Responsive Teaching scales. Candidates reported a mean self-efficacy score of 7.32 (n = 24) and a mean culturally responsive teaching score of 6.95 (n = 24), indicating competence at the completion of student teaching/residency.



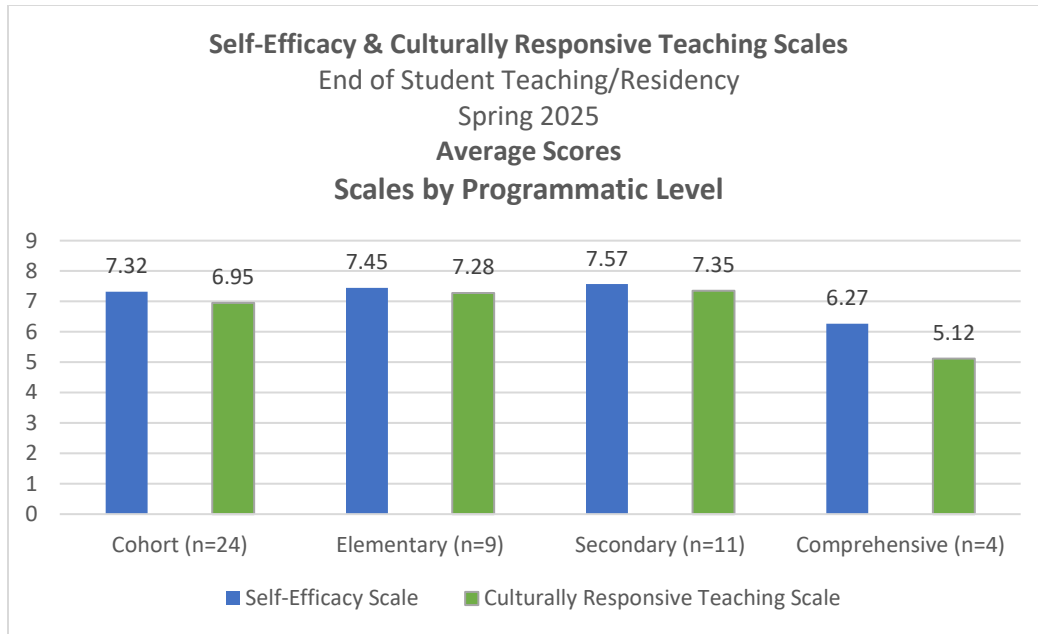
The graph presents end-of-student-teaching/residency average scores on the Self-Efficacy and Culturally Responsive Teaching scales for the Spring 2025 cohort, disaggregated by gender. Overall cohort means were 7.32 for self-efficacy and 6.95 for culturally responsive teaching, reflecting positive preparedness upon completion of student teaching/residency. Female candidates (n = 17) reported higher average scores on both measures, with a mean self-efficacy of 7.55 and culturally responsive teaching of 7.39, indicating strong instructional confidence and readiness to implement culturally responsive practices. Male candidates (n = 7) also demonstrated positive outcomes, with mean scores of 6.66 in self-efficacy and 5.91 in culturally responsive teaching.



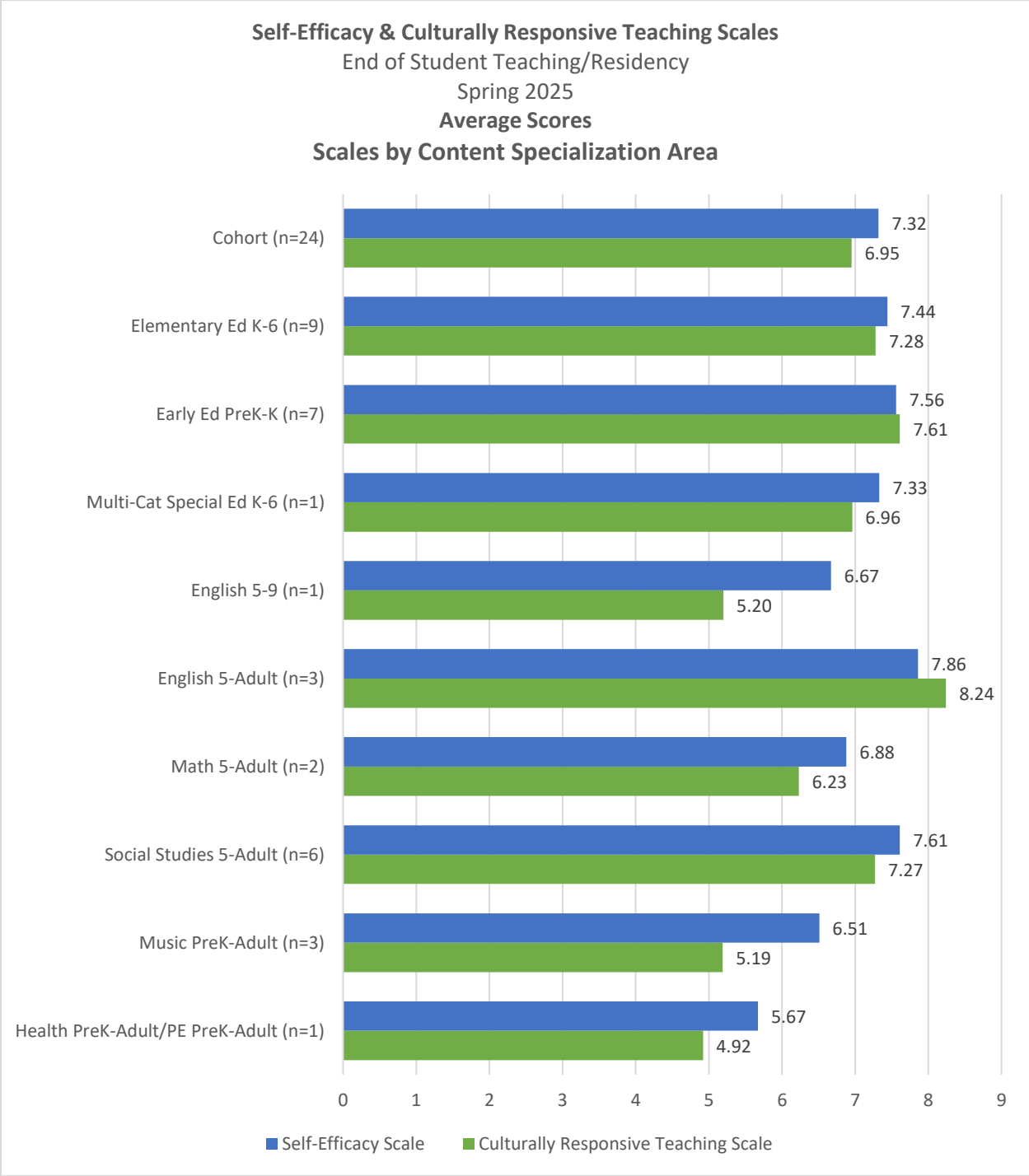
At the end of student teaching/residency (Spring 2025), candidates reported strong self-efficacy and culturally responsive teaching competencies across racial/ethnic groups. Overall cohort averages were high on both the Self-Efficacy Scale ( $M = 6.94$ ) and the Culturally Responsive Teaching Scale ( $M = 6.60$ ), indicating candidates' confidence in instructional practice and responsiveness to diverse learners. White candidates ( $n = 22$ ) demonstrated scores comparable to the cohort average, while candidates identifying as Other ( $n = 2$ ) reported similarly high self-efficacy and slightly higher culturally responsive teaching scores.



The graph presents end-of-student-teaching/residency average scores on the Self-Efficacy and Culturally Responsive Teaching scales for the Spring 2025 cohort, disaggregated by first-generation college status. Overall cohort means were 7.32 for self-efficacy and 6.95 for culturally responsive teaching, indicating strong preparedness at program completion. First-generation candidates ( $n = 13$ ) reported higher average scores on both measures (self-efficacy  $M = 7.57$ ; culturally responsive teaching  $M = 7.43$ ), reflecting strong instructional confidence and readiness to implement culturally responsive practices. Non-first-generation candidates ( $n = 11$ ) also demonstrated positive outcomes, with mean scores of 6.97 in self-efficacy and 6.41 in culturally responsive teaching. While all scores fall within a positive range, first-generation candidates reported slightly stronger perceived competence across both domains.



The graph presents end-of-student-teaching/residency average scores on the Self-Efficacy and Culturally Responsive Teaching scales for the Spring 2025 cohort, disaggregated by first-generation college status. Overall cohort means were 7.32 for self-efficacy (n = 24) and 6.95 for culturally responsive teaching (n = 24), indicating strong preparedness at program completion. First-generation candidates (n = 13) reported higher average scores on both measures, with a mean self-efficacy of 7.57 and culturally responsive teaching of 7.43, reflecting strong instructional confidence and readiness to implement culturally responsive practices. Non-first-generation candidates (n = 11) also demonstrated positive outcomes, with mean scores of 6.97 in self-efficacy and 6.41 in culturally responsive teaching. The relatively small differences between groups suggest consistent candidate preparedness across first-generation status, and the pattern of slightly lower culturally responsive teaching scores relative to self-efficacy mirrors trends observed across cohorts.



The graph presents end-of-student-teaching/residency average scores on the Self-Efficacy and Culturally Responsive Teaching scales for the Spring 2025 cohort, disaggregated by content specialization area. Overall cohort means were 7.32 for self-efficacy (n = 24) and 6.95 for culturally responsive teaching (n = 24), indicating strong preparedness upon completion of student teaching/residency. Early Education PreK–K candidates (n = 7) reported strong performance across both measures (self-efficacy M = 7.56; culturally responsive teaching M = 7.61), as did Elementary Education K–6 candidates (n = 9), who demonstrated high instructional

confidence and readiness to support diverse learners (self-efficacy  $M = 7.44$ ; culturally responsive teaching  $M = 7.28$ ).

Several specialization areas demonstrated particularly strong outcomes, including English 5–Adult candidates ( $n = 3$ ), who reported the highest culturally responsive teaching score among specialization areas ( $M = 8.24$ ), and Social Studies 5–Adult candidates ( $n = 6$ ), who reported consistently strong performance across both measures (self-efficacy  $M = 7.61$ ; culturally responsive teaching  $M = 7.27$ ). Multi-Categorical Special Education K–6 candidates ( $n = 1$ ) also reported strong instructional confidence and positive culturally responsive teaching outcomes, though interpretation is limited by sample size.

Moderate variability was observed across other specialization areas. Math 5–Adult candidates ( $n = 2$ ) reported positive self-efficacy with lower culturally responsive teaching scores ( $M = 6.23$ ), while English 5–9 ( $n = 1$ ) and Music PreK–Adult ( $n = 3$ ) candidates demonstrated moderate confidence across both measures. Health/Physical Education PreK–Adult candidates ( $n = 1$ ) reported the lowest scores (self-efficacy  $M = 5.67$ ; culturally responsive teaching  $M = 4.92$ ). Although subgroup sizes are small, these patterns suggest generally strong outcomes across content areas, with targeted opportunities to strengthen culturally responsive teaching in several specializations.

**Outcome Measure 4: Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)**

<b>Completers Hired in License Areas</b> <b>2024-2025</b> <b>N=27</b>	
<b>Licensure Area</b>	<b>Number of Completers Hired</b>
Early Education PreK-K	1
Elementary Education K-6	7
Math 5-Adult	2
Music PreK-Adult	2
Physical Education/Health Education PreK-Adult	1
Social Studies 5-Adult	3
Substitute	6

English 5-9/5-Adult	3
Graduate School	1
Unknown	2