

Measure 1: Completer Effectiveness and Impact on P-12 Learning and Development

The Southwestern College Division of Education used multiple data sources to determine the effectiveness of completers in P-12 schools. During the summer and fall of 2024, the division surveyed employers and completers and held multiple focus group meetings with the EPP partners to gather data regarding the effectiveness of completers in their P-12 classrooms. The division met with two superintendents of schools, three assistant superintendents of schools, five principals, and two cooperating teachers. Please note multiple meetings took place either at the division or in the EPP's partner districts to accommodate schedules. The division found attempting to bring all EPP partners together in one place and time resulted in low participation.

The information listed below is a summary of information gathered from EPP partners related to completer effectiveness based on the 23-24 school year.

The following questions guided the focus group discussions:

1. What are the strengths of our P-12 completers?

EPP Partners agreed using informal and formal assessment to guide instruction, providing equitable learning opportunities, and integrating technology across the curriculum are areas of strength for completers. Additionally, EPP partners stated completers showed strength in building relationships with students.

2. What are some opportunities for growth among P-12 completers (how do we better prepare completers for the P-12 environment)?

EPP Partners agreed employing a variety of instructional strategies to meet the needs of all learners is an area for improvement. Additionally, classroom and behavior management continue to be an area where EPP partners see a need for improvement among completers. Finally, it was suggested completers need to develop skills in working professionally with parents and families.

3. Are completers effective in supporting adequate yearly student progress on state assessments and quarterly screeners?

In general, EPP partners explained completers met expectations regarding student progress based on their status as novice educators e.g. completers are still developing as educators, and most are meeting expectations based on their limited experience. One completer did exceed the expectations of the principal on the school's quarterly screener.

4. Is there any other information you could provide that might help us better prepare completers for the P-12 classroom?

Regarding classroom management, one principal stated our overall classroom management strategies list was missing "routines and procedures" and she saw this component as critical. (The division revised the "classroom management strategies list to include routines and procedures in spring of 2025). Another principal commented "engagement" as part of classroom management might be better defined; possibly as active engagement. Finally, one superintendent and one principal agreed completers need practice in working professionally with parents.