

**CAEP Standard 4.1  
Progress Report  
PK12 Student Impact**

**RELATIONSHIP TO STANDARD OR COMPONENT**

<p>Link between data/evidence and standards</p>	<p>(Standards: 3.5, 4.1, 4.2) Evidence documents effective teaching, including positive impacts on PK12 student learning and development for all candidates</p> <p>(Standard 1, 2, 3, 4, &amp; 5) EPP engages appropriate stakeholders of program evaluation improvement</p>
<p>Description of content and purpose of data/evidence collection</p>	<p>Identify and evaluate strategies for measuring completer and program effectiveness</p> <p>Identify and evaluate strategies for measuring positive impact on PK12 student learning and development</p>

**TIMELINE AND RESOURCES**

	<b>Fall 2017 Term</b>	<b>Spring 2018 Term</b>	<b>Fall 2019 /2020Term</b>
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<p>Strategies, steps, and schedule for data collection through full implementation including indication of evidence available during site visit</p>	<p>SOE decided to undertake a case study to explore completer and program effectiveness as well as positive impact on PK12 student learning and development. Three faculty came together to write a grant for this proposal and submit to the IRB. The following evidence is attached in the evidence folder.</p>	<p>The following evidence is available in the evidence folder.</p> <ul style="list-style-type: none"> <li>• Permission from the school districts to conduct the case study</li> <li>• Confirmation of participants (completers)</li> <li>• IRB approval</li> <li>• Received Grant for conducting this case study</li> </ul>	<ul style="list-style-type: none"> <li>• Started to contact the school districts and email was sent to school's superintendents. Six elementary completers accepted to participate in the study. Out of the Six, only five participated in the study because one completer was not able to proceed because for personal reasons.</li> <li>• Started the case in fall 2019, only one set of observations were completed. School districts were busy with tests and second set of observations were postponed to spring</li> </ul>
			<p>of 2020. Because of COVID, it was not possible to complete the interviews. Plan is to continue whenever the team is able to start the study.</p>

*\*Timeline subject to change based on district partners' policies and protocols for PK12 student data sharing*

## TIMELINE AND RESOURCES

Strategies, steps, and schedule for data collection through full implementation including indication of evidence available during site visit	<ul style="list-style-type: none"> <li>• CAEP 3.5, 4.1, 4.2 and case study methodology</li> <li>• Design study</li> <li>• Case study protocol</li> <li>• Collect relevant literature</li> <li>• Write literature review</li> <li>• Submit Grant proposal</li> </ul>		
		<b>Spring 2020 /2021Term</b>	<b>Fall 2022/23 Term</b>
Additional data/evidence available after site visit and until completion of the phase-in plan steps		<ul style="list-style-type: none"> <li>• Completed second set of observations. Also completed the student surveys. Team was not able to complete the interviews and was not able to analyze data.</li> </ul>	<ul style="list-style-type: none"> <li>• Team will be trying to complete the interviews and start analyzing. Sent the email to the participants for interview sessions. As of now scheduling the day and time for the interviews.</li> </ul>
Report at least two cycles of data by 2020	This was not possible because of COVID 19. And following that, interviews were not possible until 2023. We are still working on the schedules.		
Personnel, technology, and other available resources; institutional review board approvals, if appropriate; and method of data access and analysis	<p>Personnel, technology, and instruments to be utilized in data compilation and analysis:</p> <ul style="list-style-type: none"> <li>• faculty lead for accreditation case studies</li> <li>• Qualtrics platform ( will be used for data analysis if needed)</li> <li>• IRB approval</li> <li>• SPSS ( if needed)</li> <li>• Additional team members</li> </ul>		



## DATA QUALITY

Collection instruments	<p>The following instruments are currently available:</p> <ul style="list-style-type: none"> <li>• Alumni survey</li> <li>• Employer survey</li> </ul>
Description of procedures to ensure that surveys and assessments attain CAEP sufficient level	<ul style="list-style-type: none"> <li>• Observation Instrument – Team is using a simple form that has been approved and agreed by the team members.</li> <li>• Tripod surveys – These student surveys have already been established validity and reliability.</li> </ul>
Evaluations required and steps undertaken to ensure representative response at each gateway	<p>Case study will utilize cluster and voluntary samples, as outlined in case study methodology.</p> <p>Note: To date, Indiana has not collected student impact data specific to individual EPPs</p>
Steps to ensure validity and reliability of data	
Steps to analyze and interpret the findings and make use of them for continuous improvement	<p>The EPP will follow Progress and take into account the results and findings of the longitudinal case studies in addition to other sources of feedback on our completers for continuous improvement. (see Standard 5)</p> <ul style="list-style-type: none"> <li>• Review of the results</li> <li>• Officially select journal</li> <li>• Begin to write Publication</li> </ul> <p>Continue collecting case study data</p>

