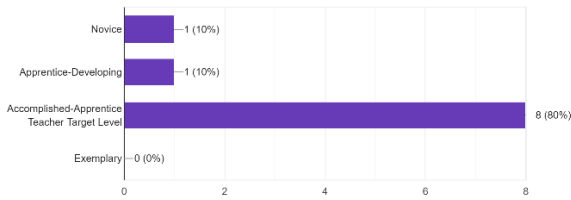


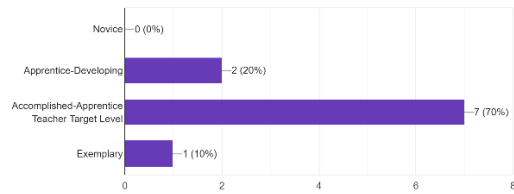
## CAEP Accountability Measure 1 (initial): Completer Effectiveness

Summary of responses addressing (a) completer impact in contributing to P-12 student-learning growth and (b) completer effectiveness in applying professional knowledge, skills, and dispositions. The following graphs summarize responses (n = 10) of 2020-2021 completers after their first year of teaching.

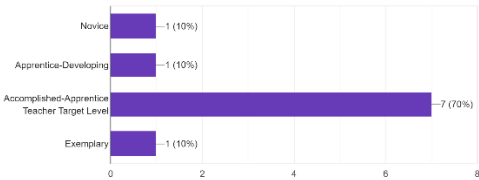
I can develop and explain learning outcomes.  
10 responses



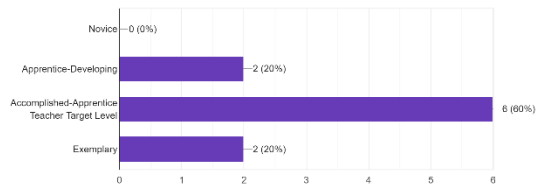
My overall assessment of my ability to plan and implement effective instruction.  
10 responses



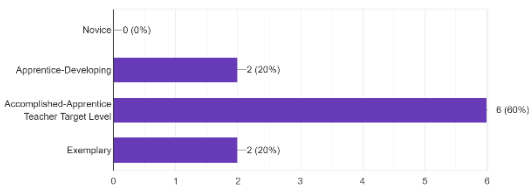
I connect objectives to state and national outcomes.  
10 responses



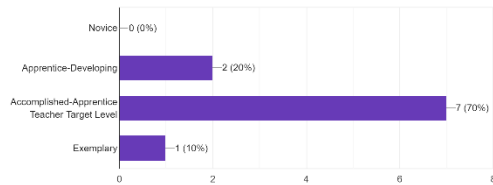
I can implement planned learning activities.  
10 responses



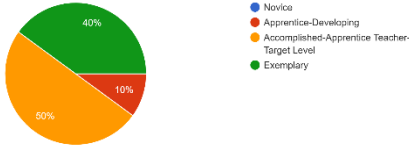
I can design effective units of instruction (macro).  
10 responses



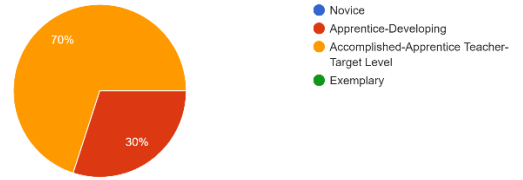
I can adjust instruction to meet the emerging needs of the learner.  
10 responses



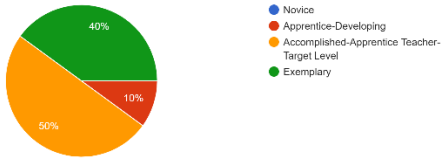
I recognize varying modalities and learning styles.  
10 responses



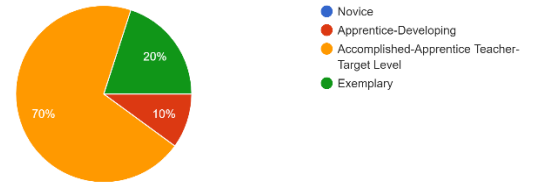
I document student performance and use the data to meet student needs.  
10 responses



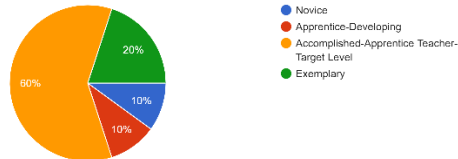
I determine instructional approaches, based upon desired learning outcomes.  
10 responses



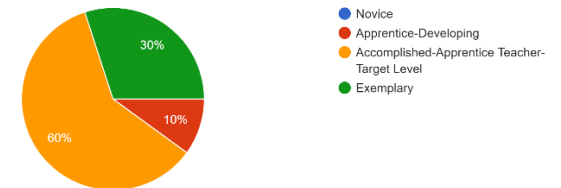
I communicate expectations for mastering content.  
10 responses



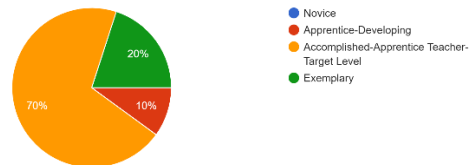
I utilize effective research-based strategies consistent with the learning outcomes.  
10 responses



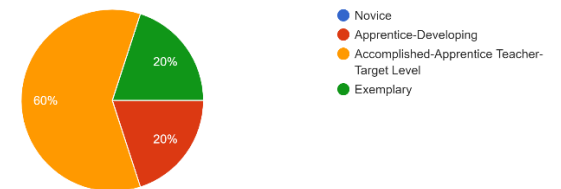
I provide specific, corrective, and supportive feedback.  
10 responses



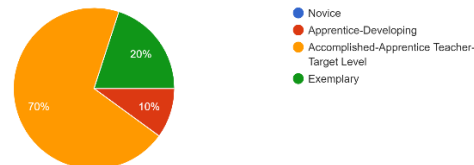
I vary instructional approaches to meet the different learning needs of specific students.  
10 responses



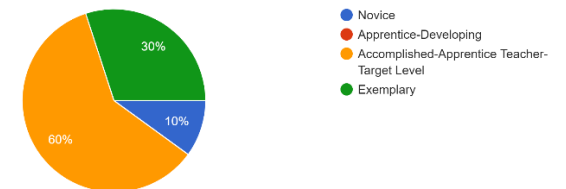
I assess learning through formative and summative assessments.  
10 responses



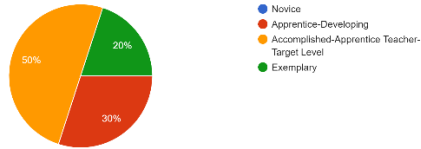
My overall assessment of of my ability to utilize methods of teaching and learning.  
10 responses



I communicate growth and change in student performance.  
10 responses



My overall assessment of my ability to track student performance.  
10 responses



What evidence do you have that demonstrates your impact on student learning in your classroom?

9 responses

I have developed great learning relationships with the students. They know my classroom is a safe place and I have a great relationship with lots of my students.

Growth from beginning of year to end, observation from colleagues, student behavioral growth

Assessments, performance, oral assessments/meetings

The different activities and assignments we did in class.

The differences between the beginning of the school year assessments and then the second semester assessments

The relationships that I build with my students are a huge indicator on my impact with the students. With their eagerness to learn and their willingness to want to get better.

This is going to be my first year teaching. Not only is it my first year teaching, but I am taking a step outside my comfort zone and teaching special education. On many of these questions in the questionnaire I reflected back on my student teaching experience. Many of the questions I feel like I should be rated higher, but since I don't have any experience outside of student teaching I went with novice or approaching since I don't have any evidence to support my rating any higher than so.

Student academic achievement on AP tests as well as in class assessments.

Being a performance base class (band), I receive consistent evidence throughout each class as students play and improve on their individual instruments