



## Measure 1(a.)

### Completer Effectiveness (R4.1)

#### (Completer impact in contributing to P-12 student -learning growth)

2021-2022 completers were asked via a completer survey to give the percentage of their students who met their targets or goals for school approved SLOs. A principal survey was also administered and reported percentages were verified for those completers whose administrators completed the survey. The Student Learning Objectives (SLOs) is an overall strategy for facilitating student achievement of long-range learning and developmental goals, as well as providing a general organizational framework for progressing through the school year in an efficient and logical manner. Developing Student Learning Objectives is the important first step toward addressing the needs of students and showing academic growth throughout the year.

#### 2020-2021 (SLO Data)

(N=8)

Total Completer Surveys Administered (N=8)	
Survey Return Rate Completers (N=5)	63% return rate
Total Principal Surveys Administered (N=8)	
Survey Return Rate Principals (N=3)	38% return rate

<b>Survey Question:</b> Based on your district's state supported P-12 impact measures, what percentage of students showed mastery of your Student Learning Objectives (SLO) for this school year?		
<b>Responses received</b>	% Meeting SLOs	Principal Verification
Completer 1 (Special Education, 9-12)	61-80%	Yes
Completer 2 (Special Education, 9-12)	81-100%	No, not returned
Completer 3 (Early Childhood, k)	81-100%	No, not returned
Completer 4 (Elementary Education, 5)	41-60%	No, not returned
Completer 5 (Early Childhood, 1)	81-100%	No (verified 61-80%)

## Measure 1(b.)

### Completer Effectiveness (R4.1)

#### (Completer effectiveness in applying professional knowledge, skills, and dispositions.)

Surveys were sent to all 8 completers' principals asking them to rate completer effectiveness in applying professional knowledge, skills, and dispositions. Only 3 of the 8 surveys were returned. Based on feedback received, completers steadily maintained 4 (high level) to 3 (adequate) ratings in applying the professional knowledge, skills, and dispositions. One completer earned a 2 (low level) for completes assigned work on time. This was a refinement area for the completer while at Erskine as well and was addressed and discussed during mid-term and final conferences.

\*4=High level, 3=Adequate, 2=Low level, 1=Inadequate

#### 2020-2021 (Principal Survey Results)

(N=8)

Total Principal Surveys Administered (N=8)	
Survey Return Rate Principals (N=3)	38% return rate

Survey questions aligned to measure 1(b.)			
Based on observations and other pertinent data, rate the impact of the Erskine completer's preparation in the following areas:	Average Rating Principal 1 (Completer 1)	Average Rating Principal 2 (Special Education Completer) *	Average Rating Principal 3 (Completer 5)
Professional knowledge	4	3	3
Teaching skills	4	3	3
Dispositions (caring relationships, creative instruction, captivating leadership)	4	4	4
Based on observations and other pertinent data, how effective do you feel the Erskine program was in preparing the completer in the following areas:			
Formative and summative assessments	4	3	3
Academic Instruction	4	3	3
Classroom management	4	3	3
Present and punctual	4	3	3

Completes assigned work on time	4	4	2
Performs work that represents significant effort	4	4	3
Effective interpersonal skills	4	3	3
Positive and enthusiastic attitude	4	4	3
Demonstrates flexibility and adaptability	4	4	4
Surmounts obstacles in constructive ways	4	4	4

\*Did not return alumni survey so self-ratings are not provided.

Additional Feedback Received from Principal Surveys	
<b>Principal 1</b> (Completer 1)	<b>Nicole</b> is a great teacher and a team player. She is supportive in every way. She has aligned herself with veterans in the department and in the school. 1st Year Teacher of the Year.
<b>Principal 2</b> (Special Education Completer)	<b>Ms. Atkinson</b> is always willing to ask questions about content, laws, or strategies that she needs help determining. She learned a lot in her first year and handled issues as they arose with care.
<b>Principal 3</b> (Completer 5)	She has worked to improve her classroom environment/organizational skills.