

## Program Completers' Impact on P-12 Student Learning

Thirty-six institutions of higher education with teacher preparation programs, including the Goodwin College of Education, volunteered to participate in a mini-pilot, which took place between November 2016 and May 2017. Two programs from the EPP were selected to participate: Bachelor of Arts in Elementary Education and Bachelor of Arts in Special Education.

Institutions were asked to collect up to three school years of data for the pilot: 2013-2014, 2014-2015, and 2015-2016 to provide information about our program completers' impact on K-12 student learning. This information was based on the evaluation of cohorts of program completers in their second and third years of teaching.

Summative evaluation scores are ranked as Unsatisfactory (1.0), Needs Improvement (2.0) and Proficient (3.0). Data from the three academic years represented indicate that **our completers in Elementary Education and Special Education earned a proficient or above evaluation on their performance as classroom teachers and specifically impact on their K-12 students.**

The following means for each school year are as follows:

**2013-2014** (Total number of completers = 232)

- Elementary Education Mean = 3.30
- Special Education Mean = 3.4

**2014-2015** (Total number of completers = 214)

- Elementary Education Mean = 3.20
- Special Education Mean = 3.2

**2015-2016** (Total number of completers = 142)

- Elementary Education Mean = 3.0
- Special Education Mean = 3.2