



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

iteach Initial-Level Licensure Programs, 2024-2025 Academic Year

Section 1: Overview

CAEP Standard R4.1 requires educator preparation providers to demonstrate that completers are effective educators who positively impact P-12 student learning. iteach uses systematic follow-up studies to evaluate completer effectiveness through employer evaluations and completer self-assessment at one year and three years post-completion.

Data Sources:

- Employer Survey: 367 employers representing 916-1,171+ completers (22.79% response rate)
- 1-Year Follow-Up Survey: 143 completers (5.65% response rate)
- 3-Year Follow-Up Survey: 124 completers (5.77% response rate)
- Coverage: Completers teaching across eight states in diverse contexts

Assessment Approach: iteach employs systematic triangulation of completer self-assessment and employer evaluation, collected at multiple career stages (1 year and 3 years post-completion). Completer self-assessment provides practitioner-level insight into effectiveness and impact, while employer evaluation provides external validation based on formal evaluations and classroom observations. The combination of internal and external perspectives addresses CAEP expectations for demonstrating completer effectiveness and impact.

Measures Collected:

- Overall effectiveness ratings (comparative to other beginning teachers)
- Specific teaching competency assessments

- Impact across multiple learning domains
- Student performance relative to grade-level expectations
- Student academic growth over time
- Evidence-based examples of measured impact with results

Section 2: Key Findings

Completer Effectiveness

Employers rated iteach completers as effective beginning teachers based on formal evaluations, and completers demonstrated positive professional growth over time.

Table 1. Overall Effectiveness Ratings by Data Source

Data Source	Far Above Average	Above Average	Average	Below Average	Far Below Average
Employer Rating	9.7%	36.6%	49.5%	3.8%	0.4%
1-Year Completer	10.5%	58.1%	27.9%	3.5%	0.0%
3-Year Completer	9.7%	69.4%	19.4%	1.4%	0.0%

- Employer evaluation: 95.8% of completers rated at or above average effectiveness, with 46.3% rated above average compared to other beginning teachers
- Professional growth trajectory: Completer self-ratings increased from 68.6% (1-year) to 79.1% (3-year) rating themselves above average, indicating sustained and developing effectiveness over time

Table 2. Effectiveness Ratings of Specific Teaching Competencies

Competency	Very/Highly Effective	Effective	Somewhat Effective
Technology Integration	39.5%	54.7%	4.8%
Adapting Instruction	32.1%	53.5%	13.8%
Engaging Students	22.9%	55.9%	20.0%
Using Assessment Data	19.3%	50.4%	27.9%

Technology integration emerged as a distinctive strength, with 94.2% of completers rated effective or very effective—the highest rating across all teaching competencies. Additionally, 85.6% were rated effective or very effective in adapting instruction for diverse learners, and 79.8% consistently use evidence-based instructional practices. Program enhancements will continue to strengthen assessment literacy, helping completers document and articulate evidence-based impact claims with specific baseline and outcome data.

Impact on P-12 Student Learning

Student Performance and Growth

Employers provided external validation of completer impact through observation of student outcomes in completers' classrooms:

- Academic growth: 89.3% of students demonstrated expected or above expected academic growth, with 25% showing above expected or exceptional growth
- Performance levels: 91.4% of students met or exceeded grade-level performance expectations, with nearly 30% exceeding expectations

Impact Across Learning Domains

Employers rated completers' impact across eight dimensions of student learning and development.

Table 3. Employer Ratings of Impact Across Learning Domains

Learning Domain	Significant Impact	Moderate/ Expected Impact	Combined
Student Engagement	50.7%	45.2%	96.0%
Collaboration	49.5%	46.4%	97.5%
Communication	49.5%	46.8%	97.5%
Academic Achievement	47.1%	49.0%	96.1%
Critical Thinking	40.9%	53.7%	94.6%
Social-Emotional Development	40.1%	54.6%	94.7%
Growth Mindset/Motivation	39.8%	54.6%	94.4%
Classroom Behavior	38.8%	53.9%	92.7%

Employers reported significant or moderate impact across all learning domains, with rates ranging from 92.7% to 97.5%. Student engagement, collaboration, and communication skills were rated highest for significant impact (49.5-50.7%). Classroom behavior management showed slightly wider distribution (6.4% limited/no impact), reflecting common challenges for beginning teachers that the program addresses through enhanced preparation and early-career support.

Evidence-Based Examples of Impact

Completers provided specific examples of how they measured their impact on student learning, documenting substantial gains:

Elementary Reading: "I set a goal for 75% of my class to improve by 4 reading levels by year's end. I was able to grow 84% of students 4 reading levels and above."

Secondary Science: "89% of my students passed the Biology EOC, outperforming the campus average of 85%. 39% met grade level, compared to 31% campus-wide. 15% mastered the assessment, significantly higher than the campus average of 3%."

Middle School Math: "After using targeted instruction with pre- and post-assessment, students increased from 38% to 82% proficient in fractions—a 44-point gain."

Elementary Literacy: "My 3rd grade students increased their nonfiction reading comprehension scores from 60% to 83% over six weeks. The number of students able to identify the main idea rose from 30% to 80%."

These examples demonstrate learning gains ranging from 23 to 50 percentage points in proficiency.

Convergence Across Multiple Perspectives

The alignment between completer self-assessment and employer evaluation strengthens confidence in findings. When both completers and employers independently report similar positive patterns, with differences under 3 percentage points across all impact domains, the evidence suggests authentic teaching effectiveness rather than self-report bias. This triangulation across multiple data sources validates the findings through:

- External validation through employer observation corroborates completer self-reports
- Independent perspectives from supervisors based on formal evaluations confirm completer self-assessments
- Consistency across diverse contexts (eight states, multiple grade levels and content areas) demonstrates program effectiveness translates across settings

Section 3: Program Strengths

Analysis of evidence validates several program strengths:

Technology Integration: Employers rated this as completers' strongest competency (94.2% effective/very effective), validating the program's online delivery model and technology-enhanced coursework.

Student Engagement and 21st Century Skills: Employers and completers both rated student engagement, collaboration, and communication skills among the highest impact domains. The convergence between employer observation and completer self-assessment indicates an authentic program strength.

Consistent Positive Impact on Student Achievement: The consistency of positive student outcomes across diverse states, grade levels, and content areas demonstrates that program preparation translates to measurable student learning.

Professional Growth Over Time: Effectiveness ratings increased from 1-year to 3-year post-completion, indicating program preparation provides a durable foundation that completers build upon through experience.

Section 4: Conclusion

Through systematic collection of multiple measures from multiple sources at multiple time points, iteach demonstrates that completers contribute to expected levels of P-12 student learning growth and effectively apply professional knowledge, skills, and dispositions, meeting CAEP Standard R4.1 requirements.

The convergent evidence from employer evaluations and completer self-assessment provides robust validation that iteach completers are effective beginning teachers who positively impact student learning across diverse educational contexts. Key findings include 95.8% of completers rated at or above average effectiveness, 89-92% of students achieving expected or above-expected outcomes, and program strengths in technology integration, student engagement, and 21st century skills development.

iteach remains committed to evidence-based program enhancement, including strengthening assessment literacy support and implementing multi-channel strategies to improve follow-up survey response rates for more robust longitudinal data collection.