



Seidel School of Education – Impact on P-12 Learning – Assessment Plan

In the Spring of 2018, the Unit Assessment and Accreditation Committee (UAAC) in the Seidel School of Education at Salisbury University co-developed plans for implementing a case study approach to the assessment of completers' impact on P-12 learning. Such an approach is particularly fruitful for the Seidel School of Education based on 1) a lack of state-wide or related available data summarizing completer impact on P-12 learning and 2) the collaborative network the Seidel School has established and maintained with surrounding school districts (see the following [link](#) for information on our Regional Professional Development Schools (RPDS)). Such an approach also aligns with existing approaches taken by other universities as well as with approaches suggested by the Council for the Accreditation of Educator Preparation for the evaluating and improving completer impact (CAEP; see, for example, Anderson & Hagen, 2018 and Tapp, Walters-Parker, & Carinci, 2018).

Currently, the UAAC is developing a teacher action research project (referred to as the Completer Impact Case Study) that will largely parallel existing teacher action research projects employed to evaluate our teacher candidates' teaching performance during pre-service. As a result, the UAAC's intention is to evaluate and demonstrate completer impact in such a way that 1) aligns with completers' prior experiences assessing and demonstrating their impact and 2) produces meaningful and actionable data on which completers can evaluate and improve their impact as in-service educators. Specific materials comprising the Completer Impact Case Study will be made available on our PEU data site as they become finalized.

We will coordinate with our Regional PDS network, including our site coordinators and school liaisons, to pilot, further develop, and implement our teacher action research approach with a small sample of our completers. We will then expand our assessment of completer impact to other completers within our PDS network iteratively and across time. It is expected that the initial Completer Impact Case Study will be completed in the Fall of 2018; summary results of the first iteration of the study will be posted to our PEU data site ([link](#)) in December of 2019 and revised plans for expanding the assessment of completer impact will also be posted.

References

- Anderson, S. & Hagen, B. (2018). Completer Impact: Leveraging Case Study Research to Address the Challenges of Standard 4. Presentation given at CAEPCon.
- Tapp, A., Walters-Parker, K., & Carinci, J. (2018). Standard 4: A Resource for EPPs Demonstrating & Improving the Impact of Completters. Presentation given at CAEPCon.