



Sacred Heart UNIVERSITY

ISABELLE FARRINGTON COLLEGE
OF EDUCATION & HUMAN DEVELOPMENT

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

Sacred Heart University – Isabelle Farrington College of Education and Human Development

Overview of Completer Effectiveness

Sacred Heart University’s Educator Preparation Provider (EPP) evaluates completer effectiveness through a comprehensive system of performance-based assessments, licensure outcomes, and stakeholder feedback. These measures provide evidence that program completers are prepared to positively impact P–12 student learning and development.

Key assessment instruments include:

- Candidate Preservice Assessment of Student Teaching (CPAST)
- Educator Dispositions Assessment (EDA)
- State licensure examinations (Praxis II, Foundations of Reading)
- Performance-based assessments aligned with InTASC standards

These tools are used to ensure that candidates demonstrate proficiency in instructional planning, delivery, assessment, and professional practice prior to program completion.

Evidence of Impact on Student Learning

Instructional Planning and Delivery

Data from CPAST and related performance assessments indicate that completers are well-prepared to design and implement effective instruction.

- Candidates consistently perform **at or above expected levels** in instructional planning, including the ability to design lessons aligned with curriculum standards and student needs
- Completers demonstrate the ability to **engage students in meaningful learning experiences** and apply content knowledge effectively

Across programs, candidates show strength in:

- Structuring coherent lessons
- Using appropriate instructional strategies
- Creating opportunities for active student engagement

These findings indicate that completers are able to translate pedagogical knowledge into effective classroom practice.

Use of Assessment and Data to Inform Instruction

Completers demonstrate the ability to use multiple methods of assessment to support student learning:

- Candidates effectively **monitor student progress and adjust instruction accordingly**
- Performance data show that candidates are able to **analyze student work and provide meaningful feedback**
- Assessment practices align with InTASC standards related to data-informed decision-making

Program data indicate that candidates meet or exceed expectations in assessment-related competencies, supporting their ability to improve student outcomes.

Supporting Diverse Learners

A central focus of the EPP is preparing candidates to work with diverse P–12 populations.

Evidence from CFAST and EDA indicates that completers:

- Demonstrate understanding of **learner differences and developmental needs**
- Apply strategies to support **diverse learners, including students with varying academic and cultural backgrounds**
- Create **inclusive and supportive learning environments**

Candidates consistently perform at or above expectations in areas related to:

- Differentiation
- Cultural responsiveness
- Collaboration with families and support personnel

Learning Environment and Student Engagement

Completers demonstrate strong skills in establishing positive learning environments:

- Data indicate that candidates are effective in **creating safe, respectful, and engaging classroom settings**
- Candidates promote **student engagement, independence, and collaboration**
- Observational assessments show that candidates consistently meet or exceed expectations in classroom management and learning environment indicators

These findings support the conclusion that completers foster environments conducive to student learning and development.

Licensure and Content Knowledge

Licensure assessment data provide additional evidence of completer effectiveness:

- Completers demonstrate strong performance on **Praxis II and Foundations of Reading examinations**, indicating solid content knowledge
- Pass rates are consistently high, with most candidates meeting state licensure requirements on initial or subsequent attempts

These results confirm that completers possess the content knowledge necessary to support student learning across subject areas.

Professional Dispositions and Collaboration

The Educator Dispositions Assessment (EDA) provides evidence of candidates' professional behaviors and readiness.

Completers demonstrate:

- Strong **professional responsibility and ethical practice**
- Ability to **collaborate effectively with colleagues, families, and stakeholders**
- Commitment to **continuous reflection and improvement**

Data indicate that candidates consistently score at or near the highest levels on disposition indicators, particularly in areas related to collaboration and professionalism.

Program Strengths and Continuous Improvement

Analysis of completer performance data has identified several program strengths:

Strengths

- Strong preparation in **instructional planning and delivery**
- Effective use of **assessment and data to guide instruction**
- High levels of **professionalism and collaboration**

- Consistent performance **at or above expected proficiency levels**

Areas for Growth

- Continued focus on **differentiation and support for diverse learners**
- Strengthening **content-specific pedagogy in smaller cohort programs**
- Ongoing refinement of **assessment literacy and instructional decision-making**

These areas are addressed through ongoing curriculum review, faculty collaboration, and targeted program improvements.