**CAEP TAG 4.2**

4.2 Indicators of Teacher Effectiveness

Initial Programs

Southern Arkansas University – Educational Preparation Provider

**CAEP Standard 4.2: Indicators of Teacher Effectiveness**

***4.2 Required Component:*** *The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.*

Relationship to Standard

Information about completers’ ability to apply the professional knowledge, skills, and dispositions that they acquired during teacher preparation is essential to the EPP’s goal of making data-driven decisions. Previously, the EPP gathered information about our completers’ teaching effectiveness through completer surveys, novice teacher surveys administered by the Arkansas Department of Education (ADE), Praxis exam scores, and employer surveys. While these efforts generated some useful data, they were not the type of observation instruments or student surveys required by the standard. This Phase-in Plan will expand these efforts by providing observational and survey data that will address how completers apply professional knowledge, skills, and dispositions that represent fundamental aspects of their preparation. The Phase-in Plan is being initiated during the 2017-2018 academic year and will be fully implemented by 2018-2019.

The EPP will utilize the following information to meet Standard 4.2:

* The Memorandum of Understanding (MOU) between SAU and the South Central Service Cooperative (SCSC) will provide the University with observational data on completers’ ability to apply professional knowledge and skills effectively using the Teacher Excellence Support System (TESS) rubric for Years 1 – 3. In addition, the SCSC will provide data comparing SAU completers to all other Year 1 – 3 completers in their service area.
* SAU clinical faculty observations in Year 1, Year 2, and Year 3 will provide the EPP with information on program completers’ ability to apply effectively professional knowledge and skills they developed as a result of completing our program.
* Completers’ employers will provide a dispositional rating on completers’ professional dispositions in Years 1 through 3.
* Student Survey/Focus Group results will also provide the SAU EPP with information on completers’ ability to apply professional knowledge, skills, and dispositions effectively over their first three years in the profession.

These data will allow the EPP to draw conclusions about completers’ preparation experiences, and whether or not those experiences truly provided program alumni with the appropriate professional knowledge, skills, and dispositions that the programs were designed to achieve.

Timeline

*Academic Year 2016-2017:*

* SAU began a partnership with SCSC to develop a protocol for observing program completers. An MOU was drafted with SCSC to formalize this partnership [Previous - MOU SCSC and SAU].

*Academic Year 2017-2018:*

* The EPP created a completer observation protocol [Completer Observation Guidelines and Rubric; Quality Assurance Check Completer Observation] and dispositions protocol [Employer Dispositions Evaluation of Completer; Quality Assurance Check Employer Disposition] aligned to the Teacher Excellence Support System (TESS), InTASC, College and Career Readiness Standards (CCR), and International Society of Technology for Educators (ISTE) standards. A recommendation for this new protocol was provided to the Initial Educator Preparation Committee (IEPC), and was approved by the IEPC and EPP [2017-2018 IECP Minutes]. An IRB proposal was then completed and approved [IRB approval observation].
* A pilot study on completers is taking place in Spring 2018. Completers in partnering local districts have been contacted, and a purposeful sample of 10 or more completers will be assembled from those who agree to participate in the pilot study. SAU clinical faculty have begun the process of completing in-class observations of assigned completers using the Teacher Excellence Support System (TESS) rubric. In addition, completers’ employers have been asked to submit an EPP-developed dispositions evaluation on each completer.
* During the pilot study, completer observations and dispositions will be provided to the Livetext coordinator, who will input the data into Livetext and run reports on completers’ ability to apply professional knowledge, skills, and dispositions aligned to InTASC, TESS, ISTE, and CCR. Preliminary data will be provided to the site team upon arrival. The Livetext Coordinator will provide these data to the Program Impact Committee, which will review them for reliability and content validity during Summer 2018. After review of the protocol and data, the EPP will determine whether or not there is a need to update the protocol prior to Fall 2018. The IEPC will also be provided with these data, and will make recommendations to the PEPC and EPP for any needed improvements in student preparation with regard to professional knowledge, skills, and dispositions.
* The South Central Service Cooperative (SCSC) will provide the Quality Assurance Coordinator (currently CAEP coordinator) with data that compares SAU’s Year 1 completers with all other SCSC Year 1 teachers based on the TESS (Danielson) rubric, aligned to the InTASC standards. The Quality Assurance Coordinator (currently CAEP coordinator) will organize the data and then provide them to the IEPC for review during the 2018-2019 academic year. During the site visit, initial data will be presented by SCSC, but data gathering will not be complete since the academic year will not yet be over.

*Academic Year 2018 – 2019 (and beyond):*

* SAU clinical faculty will continue to observe selected completers, and completers’ employers will submit a disposition evaluation to provide information on completers’ ability to apply professional knowledge, skills, and dispositions effectively. We will solicit participation by a minimum of two completers per year (for three consecutive years) in each licensure area. SAU clinical faculty will input the data into Livetext and reports will be pulled the following year by the Livetext coordinator for IEPC review.
* SCSC will continue to provide comparison data for Year 1 and Year 2 completers based on the TESS rubric aligned to the InTASC standards.
* The IEPC will review data collected from the 2017-2018 academic year, analyze the data, and make recommendations for program changes to the PEPC and EPP.
* Student surveys will be developed to provide essential information about the ability of completers in Years 1 – 3 to apply professional knowledge, skills, and dispositions effectively. The Initial Educator Preparation Committee (IEPC) and the EPP will approve the construction and distribution of these surveys, and an IRB proposal will be completed for approval.
* The administration of student surveys will begin the semester after the surveys are created as a pilot project. Data from these surveys will be organized by the Quality Assurance Coordinator and provided to the Program Impact Committee and IEPC for review. The Program Impact Committee will make recommendations about the usefulness of the surveys and the reliability of the survey data. The IEPC will then review the data for information about completers’ ability to apply professional knowledge, skills, and dispositions effectively. Both committees will subsequently make recommendations regarding the usefulness of the survey, and any proposed program changes will be submitted to the PEPC and EPP.

Resources

The Quality Assurance Coordinator will be provided the equivalent of one course release per semester to collect the data, organize them for analysis, and provide them to the appropriate committee chairs. This course not taught by the Quality Assurance Coordinator will be assigned to an adjunct instructor at the rate of $4,200 per year.

Program faculty will be provided the equivalent of one student teacher credit for observation and data collection on three completers over the course of a given year. Where available, each program/specialty licensure area will assess completers in Year 1, Year 2, and Year 3. A goal of 25 completer observations would cost the University approximately $7,500, mostly in the form of adjunct salaries to replace instructors whose teaching loads have been reduced by the additional student teacher credits.

Program faculty will also be compensated for travel to complete observations and collect student impact data. The approximate cost of observing 25 completers within a 50 mile radius, while using video observation/conferencing for completers outside of that range, would total approximately $1,050.

Completers who participate in the assessment effort will be compensated at a rate of $50 per year. Payments to 25 completers would total approximately $1,250.

The Livetext coordinator will be provided with a stipend of $2,500 per year for coordinating assessment data needs for the College of Education.

Completer employers who evaluate the completer using the dispositions evaluations will do so on a volunteer basis and will provide the data to the program faculty assigned to the completer.

Data Quality

*Completer Observations by SCSC:*

Observation will be completed using Danielson’s Teacher Excellence Support System Rubric (TESS), which has been validated by the Arkansas Department of Education (ADE) and is used in all schools in Arkansas. All raters at the SCSC coop are trained by ADE for inter-rater reliability. Observational data will provide information specific to completers’ ability to apply professional knowledge, skills, and dispositions effectively.

Data, both aggregated and disaggregated by specialty licensure area, will be provided comparing SAU completers against all other Year 1 – 3 teachers. Once the data are given to the Quality Assurance coordinator, they will be organized and disseminated to the IEPC and program directors. The data will be interpreted and any proposed program changes based on the findings will be made to the Professional Educator Preparation Committee (PEPC) and EPP.

*Completer Observations by SAU:*

Observation is completed using Danielson’s Teacher Excellence Support System Rubric (TESS) rubric, which is, as noted above, validated by the Arkansas Department of Education (ADE) and used in all schools in Arkansas. The directions to completers align with the components of the rubric [Quality Assurance Check Completer Observation]. The appointed assessment sub-committee and the IEPC members are education experts. Partners in the field are also included in the subcommittee to establish content validity.

Reliability/consistency is established annually for the assessment by the mandatory participation of all University clinical faculty in TESS training and inter-rater reliability training. Each year, the IEPC reviews the inter-rater agreement data and makes recommendations for training or additional monitoring. The IEPC will review the 2017-2018 assessment results and analyze inter-rater agreement and the utility of the training. IEPC will report inconsistencies to program directors for additional training or performance review.

*Completer Disposition by Employers:*

The dispositions rating, aligned to TESS and InTASC, is filled out by completers’ employers and provided to the appropriate SAU clinical faculty. The rating system is well defined. Validity and reliability have been established based on the quality assurance check required by CAEP [Quality Assurance Check Employer Dispositions]. The directions to employers about the rating of dispositions align with the components of the rubric. The appointed assessment sub-committee and all IEPC members are education experts. Partners in the field are also included in the subcommittee to establish content validity.

To add clarity to the rating scale, the Program Assessment Committee will create scoring guides in Fall 2018. These directions will provide clear definitions for each item on the scale and make clear how each school principal is to complete the evaluation. This should further strengthen the consistency and reliability to employers’ evaluations of completers’ dispositions.

*Student Survey Data:*

Student surveys will be developed, aligned to TESS and InTASC, to provide essential information about the ability of completers in their first three years in the profession to apply professional knowledge, skills, and dispositions effectively. The Program Impact Committee will develop the surveys and complete a quality assurance check on each survey prior to making a recommendation for its use. The Initial Educator Preparation Committee (IEPC) and the EPP will approve the construction and distribution of these surveys, and an IRB proposal will be completed for approval.

Once the student surveys have been administered, data will be organized by the Quality Assurance coordinator and provided to the Program Impact Committee and IEPC for review. The Program Impact Committee will make recommendations about the usefulness of the surveys and the reliability of the survey data. The IEPC will then review the data for information about completers’ ability to apply professional knowledge, skills, and dispositions effectively. Both committees will subsequently make recommendations regarding the usefulness of the survey, and any proposed program changes will be provided to the PEPC and EPP.