



# **Central CT State University**

## **CAEP Annual Reporting Measure – Outcome #1**

Annual Reporting Measure One - Component 4.1

### **Impact on P-12 Learning and Development**

The EPP has identified two major data sources to demonstrate completers' teaching effectiveness and impact on P-12 student learning. These are the state mandated standardized tests, including the CT Smarter Balanced Assessment (grades 3 through 8), the Next Generation Science Standards (NGSS) (grades 5, 8 and 11), and the CT SAT School Day (grade 11) as well as the Connecticut State Department of Education (CSDE) Educator Performance Evaluation (EPE). The EPE assigns 45% to teacher's attainment of goals and/or objectives for student growth, using multiple indicators of academic growth and development to measure those goals and objectives; 40% on observation of teacher practice and performance; and 5% on whole school measures of student performance. However, the CSDE has not allowed EPPs access to these data. In lieu of this, we understand that the CSDE has submitted a proposal to CAEP in behalf of the EPPs in Connecticut that defines an alternative approach to providing evidence of completers' impact on P-12 learning and development, which is currently under CAEP review. It is our hope that CSDE and CAEP will come to an agreement in favor of the proposed alternative evidence of completers' impact on P-12 student learning on time for us to include data in the CAEP Formative Feedback Report Addendum.

Meanwhile, the EPP has taken steps to secure evidence of its completers' impact on P-12 learning and development. It has reached out to selected districts to provide completers' summative performance ratings based on the EPE. The data will be available by end of spring 2021.

The EPP also has begun case studies on program completers' impact on P-12 student learning, which continue to be delayed due to COVID-19. The case study participants are two completers each from five initial certification programs (i.e., Elementary Education, English Secondary, History/Social Studies Secondary, Mathematics Secondary, and Science Secondary), who have full-time position within the last three consecutive years in their school/district. The case studies



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involve virtual classroom observations with pre- and post-observation conferences, focused group interviews, and examination of teachers’ work samples (i.e., formative and summative student assessment data). A realistic timeline to complete the case studies is fall 2021.

Finally, research suggests that teaching quality is more highly correlated with student achievement than other variables. The results of the Employer Satisfaction Survey (ESS) attest to our completers’ qualities of effective teachers, e.g., competence in content area and pedagogical knowledge, high expectations for students, clear and effective communication, use of a variety of assessments and use of evaluation results for evidence-based decision making in classroom. Selected items on the Employer Satisfaction Survey that emphasize the qualities of effective teachers are provided below.

### Employer Satisfaction Survey N = 9

Survey Items	Highly Disagree	Disagree	Neither Agree nor disagree	Agree	Highly Agree
The educator is competent in the content area in which s/he teaches.	0%	0%	0%	44%	56%
The educator is competent in the procedures, techniques, and methods of his/her content area.	0%	0%	0%	44%	56%
The educator uses research and theory to inform his/her pedagogy.	0%	0%	0%	56%	44%
The educator uses assessment data to inform instruction.	0%	0%	0%	44%	56%
The educator uses a variety of diagnostic, formative, and summative assessments.	0%	0%	0%	56%	44%
The educator uses evaluation results for evidence-based decision-making.	0%	0%	0%	56%	22%
The educator communicates high expectations to all students.	0%	0%	0%	33%	67%
The educator clearly communicates learning goals to students.	0%	0%	0%	33%	67%



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The educator communicates clearly and effectively.	0%	0%	0%	44%	56%
The educator uses technology to improve teaching and increase student learning.	0%	0%	0%	11%	89%
The educator effectively and appropriately integrates various technologies into the classroom.	0%	0%	0%	56%	44%
The educator can use instructional strategies appropriate to his/her content area.	0%	0%	0%	67%	33%
The educator applies knowledge of how students learn to inform instruction.	0%	0%	0%	56%	44%
The teacher differentiates instruction to support the learning needs of all students.	0%	0%	0%	78%	22%
The educator designs learning situations in which students work independently, collaboratively, and/or as a whole class.	0%	0%	0%	44%	56%
The educator effectively measures their impact on student learning.	0%	0%	11%	67%	22%
The educator can recognize characteristics of gifted students, students with disabilities, and at-risk students to plan and deliver appropriate instruction.	0%	0%	0%	78%	22%
The educator can meet the needs of students from diverse cultures, language skills, and experiences.	0%	0%	11%	67%	22%
The educator can meet the educational needs of all students in a caring, non-discriminatory, equitable manner.	0%	11%	0%	33%	56%
The educator can use strategies to increase student motivation.	0%	0%	0%	56%	44%
The educator uses strategies for effective classroom management.	0%	0%	0%	78%	22%
The educator treats all students fairly and establishes an environment that is respectful, supportive, and caring.	0%	0%	0%	44%	56%
The educator fosters an inclusive environment and respects the background of, and beliefs held by his/her students.	0%	0%	11%	56%	33%



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Although only 9 out of 25 employers responded to the Employer Satisfaction Survey, they are exemplary representation of P-12 employers in the state of Connecticut. Overall, the employers have high regard for our completers' teaching qualities and their contribution to student learning.