



Central CT State University

CAEP Annual Reporting Measure – Outcome #2

Annual Reporting Measure Two - Component 4.2

Indicators of Teaching Effectiveness

Measures of completers’ teaching effectiveness correspond to the measures of completers’ impact on P-12 learning and development. Twenty-five employers were asked to assess completers based on 34 specific indicators that are under the categories of attributes of effective teachers and the expectations for effective teaching. Although the response rate is low, employers’ feedback is critical to improving our programs.

Employer Satisfaction Survey

N = 9

Fall 2020

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



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COLLABORATION					
1. The educator communicates effectively with families and caregivers.	0%	0%	11%	33%	56%
2. The educator collaborates with colleagues and members of the community.	0%	0%	11%	56%	33%
3. The educator collaborates with colleagues, families, and communities to ensure that all students reach their potential.	0%	0%	0%	56%	44%
TECHNOLOGY					
1. The educator uses technology to improve teaching and increase student learning.	0%	0%	0%	11%	89%
2. The educator effectively and appropriately integrates various technologies into the classroom.	0%	0%	0%	56%	44%
ETHICS					
1. The educator follows professional ethics, policies, and legal codes of professional conduct.	0%	0%	0%	33%	67%
2. The educator applies the professional code of conduct to his/her professional content area.	0%	0%	0%	22%	78%
3. The educator applies ethical and legal practices when performing his/her professional responsibilities.	0%	0%	0%	33%	67%
PROFESSIONALISM					
1. The educator demonstrates professional, collaborative, and inclusive dispositions within the school setting.	0%	0%	0%	22%	78%
2. The educator uses reflective professional judgment.	0%	0%	0%	22%	78%
3. The educator engages in professional activities to expand his/her knowledge, experiences, and relationships.	0%	0%	0%	33%	67%
STANDARDS AND POLICIES					
1. The educator demonstrates knowledge of education policies at the local, state, and national levels for instructional decision-making.	0%	0%	11%	78%	11%
2. The educator aligns instructional goals and activities with Connecticut’s Common Core State Standards.	0%	0%	0%	44%	56%
INSTRUCTION					
1. The educator can use instructional strategies appropriate to his/her content area.	0%	0%	0%	67%	33%
2. The educator applies knowledge of how students learn to inform instruction.	0%	0%	0%	56%	44%



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3. The teacher differentiates instruction to support the learning needs of all students.	0%	0%	0%	78%	22%
4. The educator designs learning situations in which students work independently, collaboratively, and/or as a whole class.	0%	0%	0%	44%	56%
5. The educator effectively measures their impact on student learning.	0%	0%	11%	67%	22%
STUDENT CHARACTERISTICS					
1. 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%
2. The educator can meet the needs of students from diverse cultures, language skills, and experiences.	0%	0%	11%	67%	22%
3. The educator can meet the educational needs of all students in a caring, non-discriminatory, equitable manner.	0%	11%	0%	33%	56%
CLASSROOM ENVIRONMENT					
1. The educator can use strategies to increase student motivation.	0%	0%	0%	56%	44%
2. The educator uses strategies for effective classroom management.	0%	0%	0%	78%	22%
3. The educator treats all students fairly and establishes an environment that is respectful, supportive, and caring.	0%	0%	0%	44%	56%
4. The educator fosters an inclusive environment and respects the background of, and beliefs held by his/her students.	0%	0%	11%	56%	33%

Overall, employers highly agree/agree that completers possess the attributes of effective teachers and have demonstrated competence in areas that contribute to student learning. These are: content (100%) and pedagogical knowledge—instruction (100%), student characteristics (93%), classroom environment (97%), use of assessment (100%), communication skills (100%), use of



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technology in instruction (100%); collaboration (82%), ethical and professional dispositions (100%), and knowledge and application of standards and policies (95%). EPP notes the areas that need further attention.

In addition, the case studies (as described in Measure One) measure completers' teaching effectiveness through classroom observation protocol that defines completers' observable characteristics (indicators) of effective teaching. The case studies are ongoing and will be completed in fall 2021.