



Central CT State University



CAEP Accountability Measures (for CHEA Requirements) [2020-2021 Academic Year]

Measure 1 (Initial): Completer effectiveness. (R4.1)

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 Connecticut State Department of Education does not provide data to EPPs that would help us meet these impact measures. In lieu of this, we understand that the CSDE has submitted a proposal to CAEP on 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 very soon so that EPP's will have additional sources of evidence to help meet these impact measures.

Meanwhile, the EPP has taken steps to secure evidence of its completers' impact on P-12 learning and development. However due to the disruption of learning resulting from the pandemic starting in March 2020, it became evident that data for these CAEP impact measures would not be easily collected and recorded as accurately. Despite the difficulties, we did reach out to selected districts to provide completers' summative performance ratings based on the EPE.

Plans to begin case studies on program completers' impact on P-12 student learning, have also continued to be delayed due to COVID-19 restrictions. Plans are underway to begin case studies in Fall of 2022 with participants from five initial certification programs (i.e., Elementary Education, English Secondary, History/Social Studies Secondary, Mathematics Secondary, and Science Secondary). The selected participants have had full-time teaching positions within the last three consecutive years in their school/district. The case studies will involve 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).

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.



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Employer Satisfaction Survey

N = 21

Survey Items	Highly Disagree	Disagree	Neither Agree nor Disagree	Agree	Highly Agree
1. The educator is competent in the content area in which s/he teaches.	0%	0%	0%	62%	38%
2. The educator is competent in the procedures, techniques, and methods of his/her content area.	0%	0%	0%	38%	62%
3. The educator uses research and theory to inform his/her pedagogy.	0%	0%	19%	67%	14%
4. The educator uses assessment data to inform instruction.	0%	0%	0%	62%	38%
5. The educator uses a variety of diagnostic, formative, and summative assessments.	0%	0%	0%	19%	81%
6. The educator uses evaluation results for evidence-based decision-making.	0%	0%	0%	29%	71%
7. The educator communicates high expectations to all students.	0%	0%	0%	19%	81%
8. The educator clearly communicates learning goals to students.	0%	0%	0%	38%	62%
9. The educator communicates clearly and effectively.	0%	0%	0%	5%	95%
10. The educator uses technology to improve teaching and increase student learning.	0%	0%	14%	24%	62%



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11. The educator effectively and appropriately integrates various technologies into the classroom.	0%	0%	0%	62%	38%
12. The educator can use instructional strategies appropriate to his/her content area.	0%	0%	0%	14%	86%
13. The educator applies knowledge of how students learn to inform instruction.	0%	0%	0%	24%	76%
14. The teacher differentiates instruction to support the learning needs of all students.	0%	0%	0%	38%	62%
15. The educator designs learning situations in which students work independently, collaboratively, and/or as a whole class.	0%	0%	0%	29%	71%
16. The educator effectively measures their impact on student learning.	0%	0%	0%	62%	38%
17. The educator can recognize characteristics of gifted students, students with disabilities, and at-risk students to plan and deliver appropriate instruction.	0%	0%	0%	48%	52%
18. The educator can meet the needs of students from diverse cultures, language skills, and experiences.	0%	0%	14%	56%	43%
19. The educator can meet the educational needs of all students in a caring, non- discriminatory, equitable manner.	0%	0%	0%	57%	43%
20. The educator can use strategies to increase student motivation.	0%	0%	0%	14%	86%
21. The educator uses strategies for effective classroom management.	0%	0%	0%	53%	47%
22. The educator treats all students fairly and establishes an environment that is respectful, supportive, and caring.	0%	0%	0%	62%	38%



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23. The educator fosters an inclusive environment and respects the background of, and beliefs held by his/her students.	0%	0%	14%	38%	48%

Results of the Employer Satisfaction Survey, show 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.