Completer Effectiveness Data

Description: The WTEP has had challenges in collecting completer effectiveness data due to low numbers of completers that prevent the WTEP from obtaining consistent value-added data from the Arkansas Department of Education and overextended faculty that prevent WTEP faculty from evaluating completers in area school districts. Plans were underway to conduct case studies with completers in spring 2020 when Covid prevented completion of those studies. Despite Covid, the WTEP has obtained completer effectiveness data related to both aspects of CAEP Standard R4.1; P-12 student learning growth and application by completers of professional knowledge and skills. The data and analysis shown on the Evidence 28 document provide evidence that WTEP completers in both graduate and undergraduate programs are effective in the classroom and have a positive impact on P-12 student learning.

Rationale: WTEP completers measure student learning growth on a regular basis in their classrooms by multiple measures. WTEP completers know their students best, and administrators have deep insight into teacher effectiveness. Since the WTEP completer numbers are too low to obtain value-added data from state sources, the WTEP reached out directly to completers in area school districts to provide the data. Two of the six respondents shared their student learning growth data after completing the survey and those data are included in AIMS on Evidence 29 and 30. MAT completer data are from Administrator ratings on the proprietary TESS assessment described below.

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Analysis of the Data

In spring 2021, the WTEP sent a brief survey to completers from the last three academic years who are in Years 1, 2, or 3 of teaching. The demographics of survey respondents are linked above and shown on page 2. **The survey had a 40% response rate with 6 respondents including 2018 (3), 2019 (1), and 2020 (2) completers from 4 of the 8 WTEP programs.**

Undergraduate Completer Survey Data Analysis - linked above and shown on p. 3-4

Data demonstrate **evidence that WTEP completers effectively contribute to P-12 student-learning growth**.

100% of respondents self-reported that their instruction made a positive impact on student learning in their most recent school year. Respondents reported that the **evidence used to document P-12 student learning growth in their classrooms included** pre and post-assessment data (83%), criterion-referenced assessments (50%), standardized test scores (16%), action research projects (1), and other (16%).

Administrator Ratings of Undergraduate Completer Effectiveness - linked above and shown on p. 4

On the same survey described above, WTEP completers reported that their most recent rating of overall teaching effectiveness by an administrator in their district was Highly Effective (33%) or Effective (66%). These data provide **evidence that WTEP completers apply the professional knowledge, skills, and dispositions corresponding with effective teaching.**

MAT Graduate Completer Effectiveness Data – linked above and shown on p. 5

Spring 2020 MAT Completers scored Progressing and Effective on the Arkansas TESS Rubric Descriptors for Domains 2 and 3 except for student 4 who fell in the Ineffective range on "Using Assessment in Instruction." **These data demonstrate completer effectiveness in applying InTASC Standards 1-3, 4-5, 6 and 8.** (See alignment of TESS standards to InTASC on next page.)

*TESS is the Teacher Excellence Support System used in Arkansas to evaluate all in-service teacher in 4 domains and 22 components. Domains 2 and 3 are provided. Arkansas administrators do not score first year teachers on all 4 domains of TESS until the third year in the classroom.
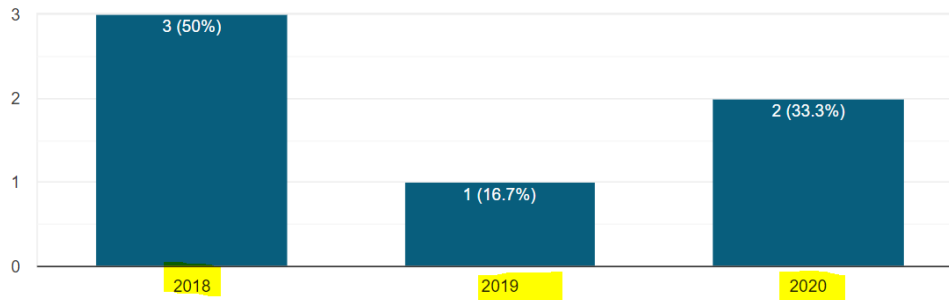
Demographics of Undergraduate Survey Respondents

Impact on Student Learning Respondents on WTEP Survey

N = 6, 40% response rate

Year of Graduation of Survey Completers

Year of Graduation from WBU

6 responses

WTEP Programs Completed

WTEP Program you completed.

6 responses

- Elementary Education K-6
- Middle Level Math & Science 4-8
- Middle Level Literacy & Social Studies 4-8
- Music Education K-12
- Health & PE K-12
- Secondary English Education 7-12
- Secondary Social Studies 7-12
- Art Education K-12
- Master of Arts in Teaching
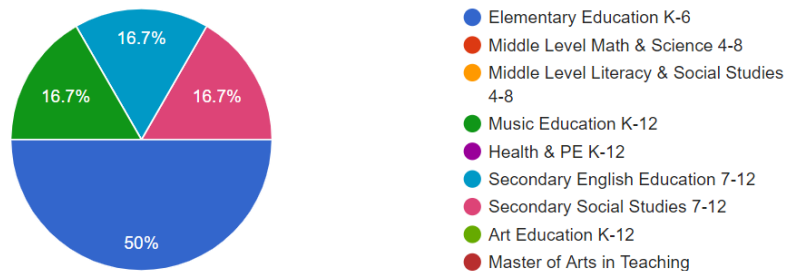
==Undergraduate Positive Impact on Student Learning Ratings==

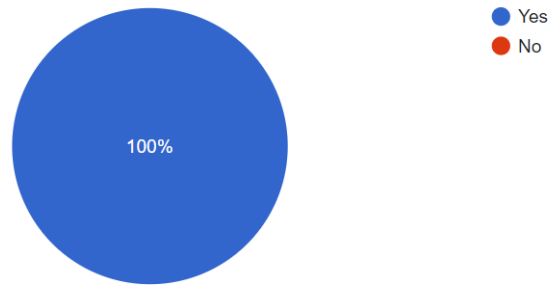**100% of respondents made a positive impact on student learning in their most recent school year.**

In the most recent school year, did you make a positive impact on student learning?

6 responses

- Yes
- No

100%

==Types of evidence documented by undergraduate teachers to demonstrate a positive impact on student learning.==

Evidence Documented	
Pre/Post Assessments	**5** (83%)
Criterion Referenced Assessments	**3** (50%)
Standardized Test Scores	**1** (16%)
Action Research Projects	**1** (16%)
Case Studies	**0**
Other	**1** (16%)

Undergraduate Completers' Administrator Ratings of Effectiveness

Administrator Ratings of Effectiveness

33 % Highly Effective

66 % Effective

How did your administrator rate your overall teaching effectiveness on your most recent teacher evaluation?

6 responses

- Highly Effective
- Effective
- Progressing
- Ineffective

66.7%

33.3%
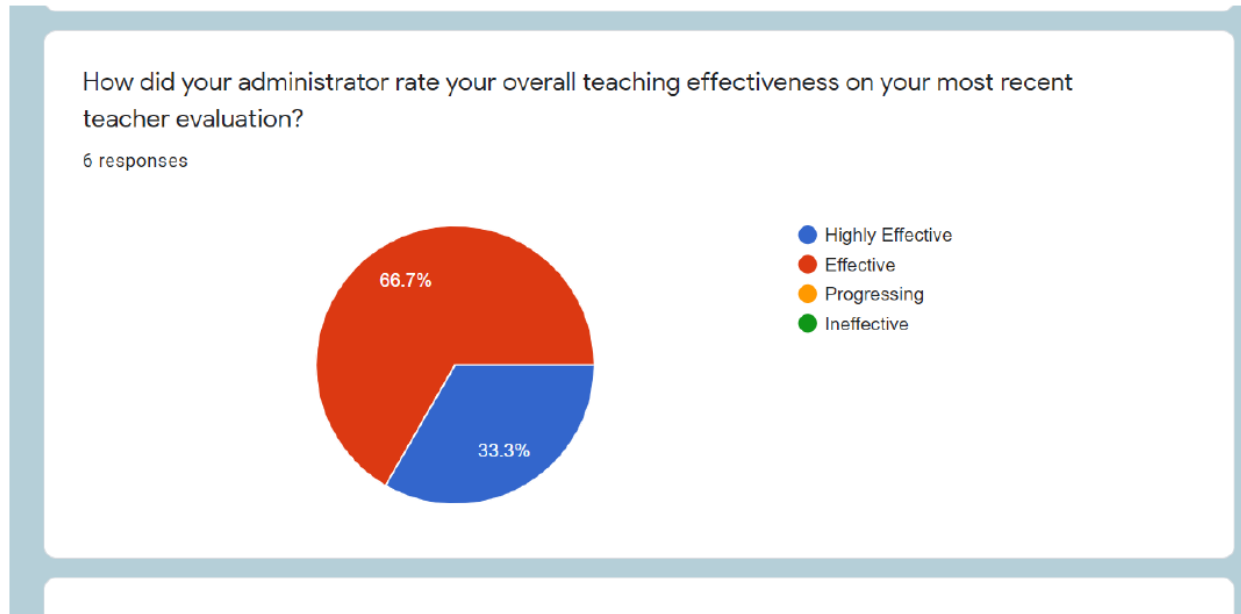
MAT TESS Evaluation Scores* – Spring 2020 MAT Completer Effectiveness Data

Administrator Ratings -- Average Scores on TESS Domain 2: The Classroom Environment and TESS Domain 3: Instruction

	2a Environment of respect and rapport	2b Establish a Culture of Learning	2c Managing classroom procedures	2d Managing Student behavior	2e Organizing physical space	3a Communicating With students	3b Questioning and Discussion	3c Student engagement	3d Using Assessment In Instruction	3e Demonstrating Flexibility and Responsiveness
Student 1	3.3	3.3	3	3	2.6	3.6	3	2.6	3	3.3
Student 2	3	3	3	2.5	3	3	2.5	2.5	2.5	2.5
Student 3	3	3	2.5	3	3	3	2.5	3	3	3
Student 4	2.5	2.5	2.5	3	3	3	2	2.5	1.5	2.5
Student 5	3	3	3	3	3	3	3	3.3	2.3	3

Scale: 1=ineffective, 2=progressing, 3=effective, 4=highly effective

Analysis

Spring 2020 MAT Completers scored Progressing and Effective on the Arkansas TESS Rubric Descriptors for Domains 2 and 3 except for student 4 who fell in the Ineffective range on "Using Assessment in Instruction." **These data demonstrate completer effectiveness in applying InTASC Standards 1-3, 4-5, 6 and 8.** (See alignment of TESS standards to InTASC on next page.)

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   Domains 2 and 3 are provided. Arkansas administrators do not score first year teachers on all 4 domains of TESS until the third year in the classroom.

Alignment of TESS Domains 2 and 3 to InTASC and CAEP Standards

TESS Domain 2	The Classroom Environment	InTASC Alignment	CAEP Alignment
2a	Creating an environment of respect and rapport	3	CAEP R1.1
2b	Establishing a culture for learning	3	CAEP R1.1
2c	Managing classroom procedures	3	CAEP R1.1
2d	Managing student behavior	1, 2, 3	CAEP R1.1
2e	Organizing physical space	3	CAEP R1.1
TESS Domain 3	**Instruction**	**InTASC Alignment**	**CAEP Alignment**
3a	Communicating with students	5	CAEP R1.2
3b	Using questioning and discussion techniques	8	CAEP R1.3
3c	Engaging students in learning	1, 3, 4, 5, 8	CAEP R1.1, R1.2, R1.3
3d	Using assessment in instruction	6	CAEP R1.3
3e	Demonstrating flexibility and responsiveness	5	CAEP R1.2
		InTASC	CAEP