

CAEP Annual Measure 2: Indicators of Teaching Effectiveness: (Component 4.2)

Teaching Effectiveness Definition.

For completers employed in Adventist schools, we have used results from an employer survey to measure Teaching Effectiveness. For completers employed in Michigan public schools, we receive an annual educator effectiveness report from MDE. The report lists “effectiveness labels” for each of our completers by the school years they worked at a specific school. These labels were assigned by an administrator at the school. The labels include four levels: Ineffective, Minimally Effective, Effective, and Highly Effective. The Target set by the TPP faculty at Andrews University is for at least 80% of our program’s completers to be rated Effective or Highly Effective by their third year of teaching.

Note: Beginning in 2020, MDE was able to provide information on employment of our completers in Michigan’s non-public schools as well as the public schools. However, non-public school administrators are not required to assign effectiveness labels to teachers. Thus, the MDE data, at least for now, only provides effectiveness ratings for public school educators.

Teaching Effectiveness Results.

As a result of our CAEP site visit in November 2019, one Area for Improvement (AFI) suggested by the visiting team, and agreed upon by the TPP faculty, was the need to revise the Employer Surveys to align with specific standards and their related data needs for CAEP, InTASC, and the MDE. The process of creating new Employer Surveys was begun during Spring Semester 2020 but promptly stopped by the COVID-19 pandemic. When the health situation settles down and P-12 schools are able to resume normal functioning for Fall Semester 2020, then we will contact our P-12 partners who have been recommended for membership on the Survey Creation Committee.

The data on Teaching Effectiveness received from MDE was collected at the end of the 2018-2019 school year and thus was not affected by the COVID-19 pandemic. The report included Effectiveness Ratings of 13 Andrews University completers, 12 of who were still employed in Michigan public schools at the end of year (EOY) 2019. Of the 13 completers, 12 (92.3%) were rated Effective or Highly Effective in their last assessment. Of the 6 teachers with three or more years of public-school teaching experience, 6 (100%) were rated Effective or Highly Effective. This exceeds the department’s target of 80%.

Interpretation of Teaching Effectiveness Results.

Until we revise our Employer Surveys, we will not have a common tool to collect Employers’ perceptions of our completer’s Teaching Effectiveness. Those new surveys, while delayed by the current pandemic, will eventually be completed and provide us with meaningful data across both parochial and public-school settings. Data from MDE indicates we met our department goal of at least 80% of program completers being rated as Effective or Highly Effective by the third year of employment. We want to watch the progress of one recent completer with fewer than three years of teaching experience who received a rating below Effective. The TPP faculty will reach out to this completer to see if we can provide any on-going support to scaffold their learning and development in the P-12 classroom.