

CAEP Annual Measure 1: Impact on P-12 Learning and Development (Component 4.1) Initial Level

Definition of Impact Measure 1. Andrews University's program completers work in both parochial and public schools. Therefore, in the past we have defined Impact on P-12 Learning on the basis of two different data sources. For completers employed in Michigan public schools, the logical data to report would be student scores on the statewide M-STEP assessment. However, that data is not released to TPP at universities. Therefore, as a proxy for our completers' Impact on P-12 Learning, we use data from Michigan Department of Education's (MDE) educator effectiveness report. (Note: In this report, we are using the same data to document Impact Measure 2, below). We receive this report annually in early April. The report lists "effectiveness labels" for each of our completers disaggregated by the number of academic years they have worked in Michigan public schools. These labels are assigned annually at End of Year (EOY) by the teacher's supervisor at the local 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.

For completers employed in Seventh-day Adventist schools, we previously used results from the annual administration of the Iowa Test of Basic Skills (ITBS), as it was a shared assessment tool for almost all Adventist schools in Canada and the United States. However, as a norm-referenced assessment it was not intended to measure a teacher's ability to help students learn a specific curriculum. Additionally, Adventist schools have now stopped using the ITBS and have switched to MAP Testing. As of the writing of this report, no process had been established to provide MAP Testing results to the Adventist universities that prepare teachers for the denomination's PK-12 educational system. While waiting for the creation of a process for sharing MAP Testing data from Adventist schools, we have added an item to our annual Employer Satisfaction Survey that is parallel in structure to the MDE survey item described above, asking teacher's supervisors to rate our completers as Ineffective, Minimally Effective, Effective, and Highly Effective (see Employer Satisfaction below). This will allow a direct comparison between Impact Measure 1 for completers teaching in either public or parochial schools. (See more complete description of Employer Satisfaction Survey in Section 5, Area for Improvement (AFI) for Standard 4.3).

Impact on P-12 Learning and Development Results. The data we received from MDE was collected at the end of the 2019-2020 school year and thus, may have been affected by the COVID-19 pandemic. The 2019-2020 report included Effectiveness Ratings of nine (9) Andrews University completers. Of these nine, eight (8, 88.9%) were rated Effective this exceeds the department's target of 80% of graduates being rated Effective or Highly Effective by the end of their third year of teaching. However, one (1, 11.1%) completer was rated Ineffective. This is the first time we have had a graduate rated Ineffective at any point during their first three years of employment as a teacher in a Michigan public school.

Interpretation of Impact on P-12 Learning and Development Results. Initial interpretation of the partial data indicates we again met our department goal of at least 80% of program completers being rated as Effective or Highly Effective by their third year of employment. We were disappointed that one completer was rated Ineffective at the end of their third year of

teaching. It is possible this rating was affected by the COVID-19 pandemic outbreak. This particular program completer worked in a school district that was disproportionately affected by COVID due to issues of poverty, lack of technology access, support for remote learning, and lack of access to adequate health care. During summer 2021, items aligned with this outcome on our Employer Satisfaction Survey will be compiled, analyzed, and interpreted. During Fall Semester 2021 these results will be reported on the College of Education and International Services (CEIS) CAEP Annual Report website.