

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

### **Initial Level**

**Teaching Effectiveness Definition.** 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 their local school supervisor. The labels include four levels: Ineffective, Minimally Effective, Effective, and Highly Effective. The Target set by the TPP faculty at Andrews University is 80% or more of our program completers’ ratings to be Effective or Highly Effective by the end of their third year of teaching.

As of the time of writing this report, we are field testing new Employer Satisfaction Surveys which include an identical item on teacher effectiveness. This effectiveness rating item has the same response options as those provided by the State of Michigan: Ineffective, Minimally Effective, Effective, and Highly Effective. As these surveys will be sent to employers of all graduates, these data will enable us to make direct comparisons on employers’ perceptions of our completers’ effectiveness regardless of school type in which they work. These updated data and interpretation will be available on the CEIS CAEP Annual Report website during Fall Semester 2021.

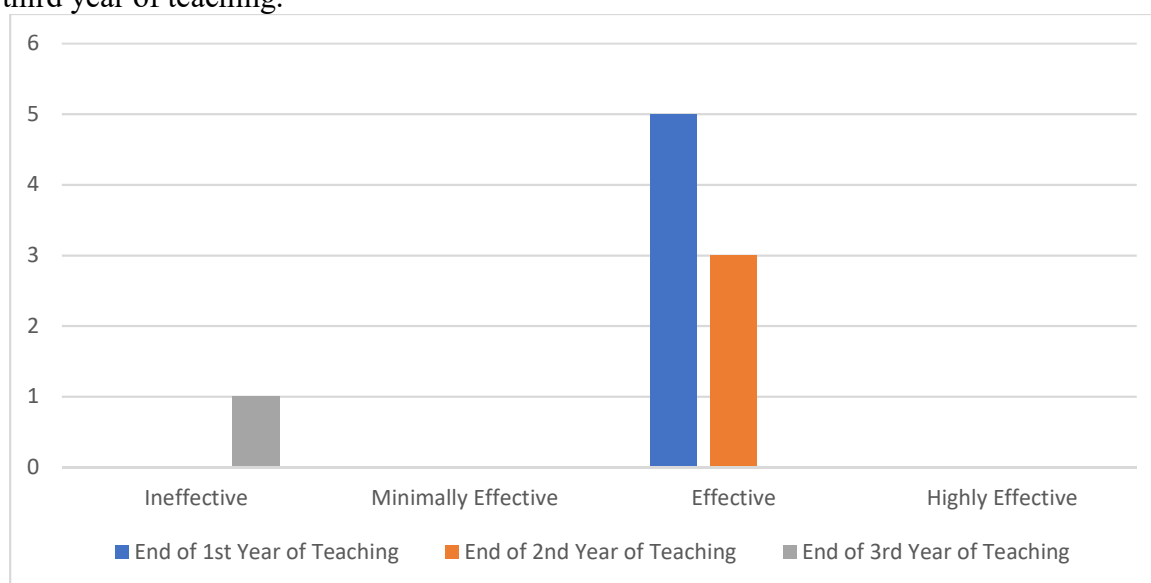
**Teaching Effectiveness Results: Completers Working in Michigan Public Schools.** The data on Teaching Effectiveness received from MDE was collected at the end of year (EOY) for the 2019-2020 school year. These data were collected in spite of the COVID-19 outbreak. The report included Effectiveness Ratings of five Andrews University completers who were employed in Michigan public schools at the EOY 2020. Of the five completers, two were in their first year of teaching, two were in their second year of teaching, and one was in their third year of teaching in public schools. As each teacher is assigned an effectiveness rating at the end of each of their first three years of teaching, our completers received a total of nine ratings, from the academic years 2017-2018, 2018-2019, and 2019-2020. Those in their first year of teaching have received one rating to date; those in their second year have received two ratings, and the one candidate in their third year has received three ratings.

Figure 1 illustrates the effectiveness ratings received by Andrews University graduates employed in Michigan public schools over the past three academic years. All teachers were rated “Effective” at the end of both their first and second years of teaching. One teacher, in their third year of teaching, received a rating of “Ineffective” even though they had been rated “Effective” each of their two previous years of teaching. Thus, of the nine ratings received by our graduates over the past three academic years, eight (88.9%) have been “Effective.”

**Interpretation of Teaching Effectiveness Results.** Achieving 88.9% of ratings at “Effective” indicates we again exceeded our department goal of at least 80% of the ratings received by program completers being “Effective” or “Highly Effective” by the third year of employment (see Table 1). The “Ineffective” rating received by a graduate in this report coincided with the outbreak of the COVID-19 pandemic. The graduate who received this rating teaches in a high poverty district. As a result, their school district was disproportionately affected by COVID due to lack of technology access, support for remote learning, and lack of access to adequate health

care. It is possible these or other issues related to the COVID-19 pandemic contributed to the completer's "Ineffective" rating.

***Errata in CAEP 2019-2020 Annual Report.*** In last year's Annual Report, we indicated one recent completer with fewer than three years of teaching experience had received a rating below "Effective." However, upon combing through all data from MDE from 2014-2015 through 2018-2019 again, that was an error. The graduate with a rating of "Ineffective" reported this year, in the CAEP 2020-2021 Annual Report, is the first of any of our graduates teaching in public school to have received a rating below "Effective" in the past six (6) years. Between 2014-2015 and 2019-2020, 19 of 20 (95%) ratings received by our graduates teaching in Michigan public schools have been "Effective" or "Highly Effective" (see Figure 2). The clear pattern of effectiveness ratings of our completers teaching in Michigan public schools is, with one exception, consistent ratings of "Effective" or "Highly Effective" before or by the end of their third year of teaching.

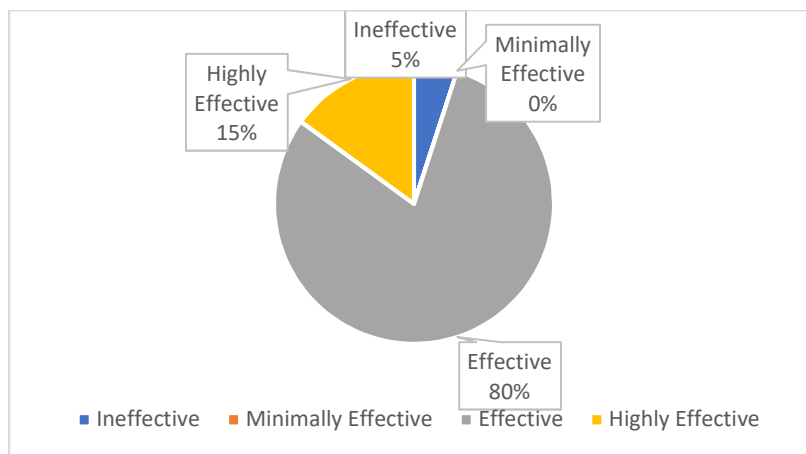


**Figure 1.** Effectiveness ratings for Andrews University Teacher Preparation Program graduates in Michigan Public Schools, by years of teaching: EOY 2018, 2019, & 2020

**Table 1**

*Effectiveness Ratings of Andrews University Teacher Preparation Program graduates: EOY 2018, 2019, & 2020*

	Count 2017- 2018	Count 2018- 2019	Count 2019- 2020	Overall Count
<b>After 1 Year in the Classroom</b>				
Ineffective	0	0	0	0
Minimally Effective	0	0	0	0
Effective	1	2	2	5
Highly Effective	0	0	0	0
Total	1	2	2	5
<b>After 2 Years in the Classroom</b>				
Ineffective	0	0	0	0
Minimally Effective	0	0	0	0
Effective	0	1	2	3
Highly Effective	0	0	0	0
Total	0	1	2	3
<b>After 3 Years in the Classroom</b>				
Ineffective	0	0	1	1
Minimally Effective	0	0	0	0
Effective	0	0	0	0
Highly Effective	0	0	0	0
Total	0	0	1	1
Grand Totals	1	3	5	9



**Figure 2.** Effectiveness ratings for Andrews University Teacher Preparation Program Graduates during first three years teaching in Michigan Public Schools: EOY 2015-2020