

INDICATORS OF TEACHING EFFECTIVENESS

Prior to the professional year, where candidates take increasingly independent control of a P-12 classroom under the supervision of a cooperating teacher, candidates complete at least 140 hours of field experience in P-12 classrooms with experienced cooperating teachers. The candidates' professional year consists of two academic semesters. During the first semester (pre-student teaching), candidates complete a minimum of 90 hours of classroom teaching experience. During the second semester (student teaching), candidates gain teaching experience over 15 weeks of full-time teaching experience, or a minimum of 360 hours. **As part of their full-time student teaching experience, candidates are assessed on their teaching effectiveness in multiple ways.**

The **Candidate Preservice Assessment of Student Teaching (CPAST)** is an assessment organized around the seven Ohio Standards for the Teaching Profession and InTASC Standards. The **CPAST** examines the teacher candidate's abilities on two subscales: Pedagogy and Dispositions. The assessment of the candidate's effectiveness in relation to Pedagogy includes assessment in the areas of planning, instruction, assessment, and self-analysis. The assessment of the candidate's effectiveness in relation to Dispositions includes assessment in the areas of commitment, behaviors, relationships, and reflective practice. By the end of student teaching, candidates are expected to receive a score of 2 in both the Pedagogy and Dispositions subscales to demonstrate effective application of professional knowledge, skills and dispositions. **On average, JCU candidates met expectations on all CPAST learning targets at the final assessment point.**

During student teaching, each candidate also completes the **Teacher Performance Assessment (edTPA)**, a nationally scored performance assessment of candidates entering the teaching profession designed to answer the question, "Is a new teacher ready for the job?" The **edTPA** is evaluated by trained, certified scorers and assesses candidate ability and effectiveness in the areas of Planning (Task 1), Instruction (Task 2), and Assessment (Task 3). JCU candidates are required to achieve an overall benchmark score of 37 (highest possible score is 75), based on the recommendation of the American Association of Colleges for Teacher Education (AACTE) of a benchmark score range between 37 and 42. Based on this overall benchmark score, JCU candidates are also required to score at least 12.5 in each assessment area (Tasks 1-3). **Over 3 years, JCU candidates averaged an overall score above the nationally recommended benchmark, and exceeded the benchmark for task scores.**

CPAST DATA

Academic Year	Subscale	JCU Avg. Score (N*)	State Avg. Score (N*)	National Avg. Score (N*)
2017-18	Pedagogy	2.32 (64)	2.46 (1944)	2.45 (2920)
	Dispositions	2.55 (64)	2.65 (1944)	2.65 (2920)
2018-19	Pedagogy	2.28 (60)	2.51 (2036)	2.24 (4194)
	Dispositions	2.6 (60)	2.70 (2036)	2.42 (4194)
2019-20*	Pedagogy	2.13 (43)	2.30 (2138)	2.25 (4700)
	Dispositions	2.41 (43)	2.54 (2138)	2.51 (4700)

*N=Number of candidates included in average assessment score. Average Scores reported are from the final (summative) administration of the assessment.

edTPA Data

Overall and Task Scores by Year (JCU Candidates)					
Academic Year	N*	Average Overall Score	Average Score-Planning (Task 1)	Average Score-Instruction (Task 2)	Average Score-Assessment (Task 3)
2017-18	64	42.8	14.4	14.0	14.4
2018-19	66	43.4	14.7	14.4	14.3
2019-20	46	43.1	14.5	14.3	14.3

*N = # of candidates completing assessment

Overall Mean Scores Comparison Data (JCU, State and National by Licensure)			
	JCU	State (Ohio)	National
2017-18*	42.8	42.8	44.1
2018-19**	43.4	44.3	44.7
2019-20***	43.1	42.8	43.2

*JCU N=64; State N=2,454; National N=17,741

**JCU N=66; State N=2,416; National N=19,316

***JCU N=46; State N=2,524; National N=15,324

Once candidates exit the program and enter the teacher workforce, they are further assessed on their teaching effectiveness at multiple points by their preparation program.

The Department of Education and School Psychology at John Carroll University administers **Employer Surveys** to employers identified by graduates approximately 9 months post-graduation (post-grad Year 1, PGY1) and approximately 32 months post-graduation (post-grad Year 3, PGY3). These surveys ask employers of JCU graduates to specifically rate the graduates' effective application of the professional teaching dispositions indicated in the table below. The 3-year averages (frequency, %) for PGY1 responses are provided below. (Combined averages due to small sample sizes; only sample sizes greater than 5 are reported. PGY3 administration only has 2 years of data and N≤5, so data is not yet reported) **Employers consistently rate JCU completers as most effective in their practice in the areas of Collaboration and Commitment to Excellence.**

Employer Survey

Professional Teaching Disposition	(2017-20) N=19	Usually Exhibits	Often Exhibits	Occasionally Exhibits	Rarely Exhibits
<i>Culturally Responsive</i>	Employers, PGY1	15, 78.95%	3, 15.79%	1, 5.26%	0, 0%
<i>Developmentally Responsive</i>	Employers, PGY1	15, 78.95%	4, 21.05%	0, 0%	0, 0%
<i>Critically Reflective</i>	Employers, PGY1	13, 68.42%	6, 31.58%	0, 0%	0, 0%
<i>Collaborative</i>	Employers, PGY1	17, 89.47%	2, 10.53%	0, 0%	0, 0%
<i>Committed to Excellence</i>	Employers, PGY1	17, 89.47%	2, 10.53%	0, 0%	0, 0%
<i>Justice-Oriented</i>	Employers, PGY1	15, 78.95%	4, 21.05%	0, 0%	0, 0%