2020-2021 Impact and Outcome Measures

Glenville State College Education program is accredited by the Council for the Accreditation of Educator Preparation (CAEP), formerly National Council for the Accreditation for the Teacher Education (NCATE). CAEP is the sole national accrediting body for educator preparation providers having programs leading to certification/licensure, bachelor's master's post-baccalaureate, and doctoral degrees in the United States and internationally.

CAEP/NCATE accreditation confirms that GSC's undergraduate educator program has demonstrated that it meets standards set by organizations representing the academic community, professionals, and other stakeholders.

Annual Reporting Measures (CAEP Component 5.4)

Impact Measures (CAEP Standard 4)	**Outcome Measures**
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
3. Satisfaction of employers and employment milestones (Component 4.3)	7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
4. Satisfaction of completers (Component 4.4)	8. Student loan default rates and other consumer information (initial & advanced levels)

Glenville State College joined the Common Indicator System network (CIS), a part of Deans for Impact. CIS provides valid and reliable assessments for active students and completers and employees. Data is being collected each semester as students advance.

Impact Measures (CAEP Standard 4)

1. Impact on P-12 learning and development (Component 4.1)

To correspond with **<u>Standard 4.1</u>**, the EPP has developed a survey instrument to gather qualitative data to analyze program completers` perceived impact on an expected level of student - learning growth. The survey instrument was used to collect data from a purposeful sample (n=4) during the academic year of 2020-2021. The sample consisted of the recent graduates of GSC that are now employed as classroom teachers.

When asked how the programs completers know if they effectively contribute to an expected student learning/growth, the respondents mentioned the analysis of assessment (formative and summative, pre- and post-) data as well as setting individuals and department-level goals and

monitoring the progress. Program completers indicated using state and national standards for instructional planning and assessment, and utilizing both electronic programs and paper-and-pencil binders to collect data and monitor student progress. The majority of respondent felt that they were prepared to collect, analyze, and present data; however, they also expressed being interested in learning more.

When asked what specific <u>direct</u> measures do program completers use to monitor student learning/growth, the respondents reported using tests/quizzes, oral presentations, research and peer collaboration projects, lab reports, posters, classroom discussions, STAR and WADE assessments. Program completers reported using the following specific <u>indirect</u> measures to monitor student learning/growth: self-assessments, polls/surveys, exit tickets, and behavior monitoring. Program completers indicated choosing specific measures based on student needs, instructional goals, and mandatory assessments. They also reported sharing assessment data with a variety of professionals (administrators, partner teachers, intervention specialists, counselors); however, only one respondent indicated sharing data with families during the IEP meetings.

2. Indicators of teaching effectiveness (Component 4.2)

To correspond with **<u>Standard 4.2</u>**, the EPP collects data from a variety of assessment instruments, including the Intern Capstone Assessment. The Capstone Assessment includes artifacts and documents that demonstrate mastery of each of the ten InTASC Standards (Interstate Teacher Assessment and Support Consortium). The portfolio is evaluated by faculty members of the EPP. The assessment rubric has been used to evaluate the evidence of student performance outcomes based on each of the InTASC standards. Each faculty member completes the scoring sheet using the rubric.

To ensure the validity and reliability of the Capstone Assessment instrument, the EPP has taken the following steps: (a) in order to provide training for the EPP faculty on the validity and reliability of EPP-created assessment instruments, the EPP reached out to a peer institution of higher education asking to complete/conduct/provide a webinar; (b) the EPP has initiated development of a webpage to share resources with the EPP faculty related to validity and reliability of EPP-created assessment instruments; (c) the EPP developed a schedule for a 3-5-year review cycle to evaluate the validity and reliability of the EPP-developed assessment instruments; and (d) the EPP established a Validity and Reliability Assurance Team comprised of the EPP faculty members as well as collaborating partners to guide the implementation of the plan.

3. Satisfaction of employers and employment milestones (Component 4.3)

To correspond with **<u>Standard 4.3</u>**, the EPP joined the Deans for Impact Common Indicator System (CIS) in Fall 2019 and started collecting data in Spring 2020. One of the assessments used to capture employers` satisfaction with program completers is **Employer Survey (ES)**. This survey is administered annually to all principals who hired teacher candidates. It comprises seven items where employers are asked to reflect on the quality of the EPP program graduates. The survey is administered to employers of recent graduates who themselves completed the

Beginning Teacher Survey (BTS). However, no data has been received as a response to Employer Survey for the year 2021.

4. Satisfaction of completers (Component 4.4)

To correspond with **Standard 4.4**, the PPE joined the Deans for Impact Common Indicator System (CIS) in Fall 2019 and started collecting data in Spring 2020 using a variety of assessment instruments, including the **Teaching Beliefs and Mindsets Survey (TBMS)** and **Beginning Teacher Survey (BTS).**

The Teaching Beliefs and Mindsets Survey (TBMS) currently comprises two major scales: (a) Teachers` Sense of Efficacy Scale and (b) the Culturally Responsive Teaching Self-Efficacy Scale. The CIS network no longer collect data on the Short Grit Scale.

The survey reflects the perceptions of the teacher candidates during three points of their teacher preparation experience (a) perceptions of the teacher at the start of their preparation program, (b) at the beginning of their student teaching experience, and (c) at the end of their student teaching experience. This allows identifying the change in the beliefs of the teacher candidates about teaching practices as they progress through the program. Access to CIS network data not only allows the EPP to determine the perceptions of teacher candidates at the institution level across multiple years, but also enables comparison of performance between GSC teacher candidates and their peers within CIS network.

The analysis of 2021 TBMS data shows the overall high scores on each scale of the instrument (Figure 1). Overall, GSC teacher candidates continue to score higher than their CIS network peers for the second year in a row on most survey items. Except for the Classroom Management Scale, where the average score (7.3/9) in 2021 has dropped compared to 7.6/9 in 2020, there is an increase in average scores across all areas of the assessment.
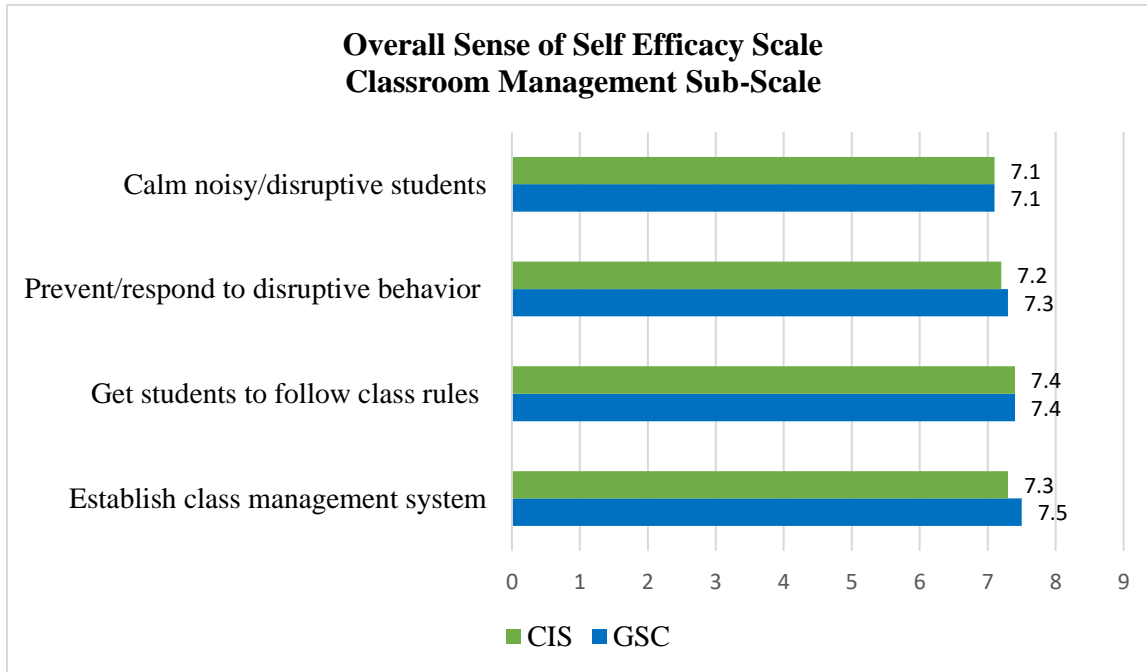
Figure 1

N=10
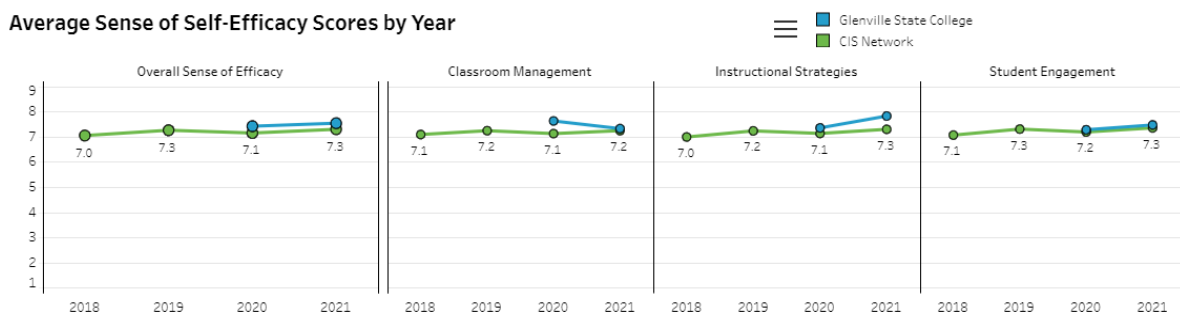
The TBMS data show that GSC candidates reported perceived high classroom management skills (Figure 2). They scored higher than their CIS peers for Establish Class management System (7.5/9 vs. 7.3/9) and Prevent/Respond to Disruptive Behavior (7.3/9 vs. 7.2/9, respectively). Relatively low scores at the institution level were for the item Calm Noisy/Disruptive Students

(7.1/9 GSC & CIS); however, the same score was reported for the CIS network participants as well. The item Get Students to Follow Class Rules scored the same as CIS peers as well (7.4/9).

Figure 2

**Overall Sense of Self Efficacy Scale
Classroom Management Sub-Scale**

| Item	CIS	GSC
Calm noisy/disruptive students	7.1	7.1
Prevent/respond to disruptive behavior	7.2	7.3
Get students to follow class rules	7.4	7.4
Establish class management system	7.3	7.5

N=10

The TBMS data show that GSC candidates score higher than their CIS peers on all instructional strategies subscale items (Figure 3), especially the Use of a Variety of Assessment Strategies (8/9 vs. 7.2/9, respectively), Craft Good Questions (8/9 vs. 7.4/9), and Implement Alternative Strategies (7.7/9 vs. 7.2/9).
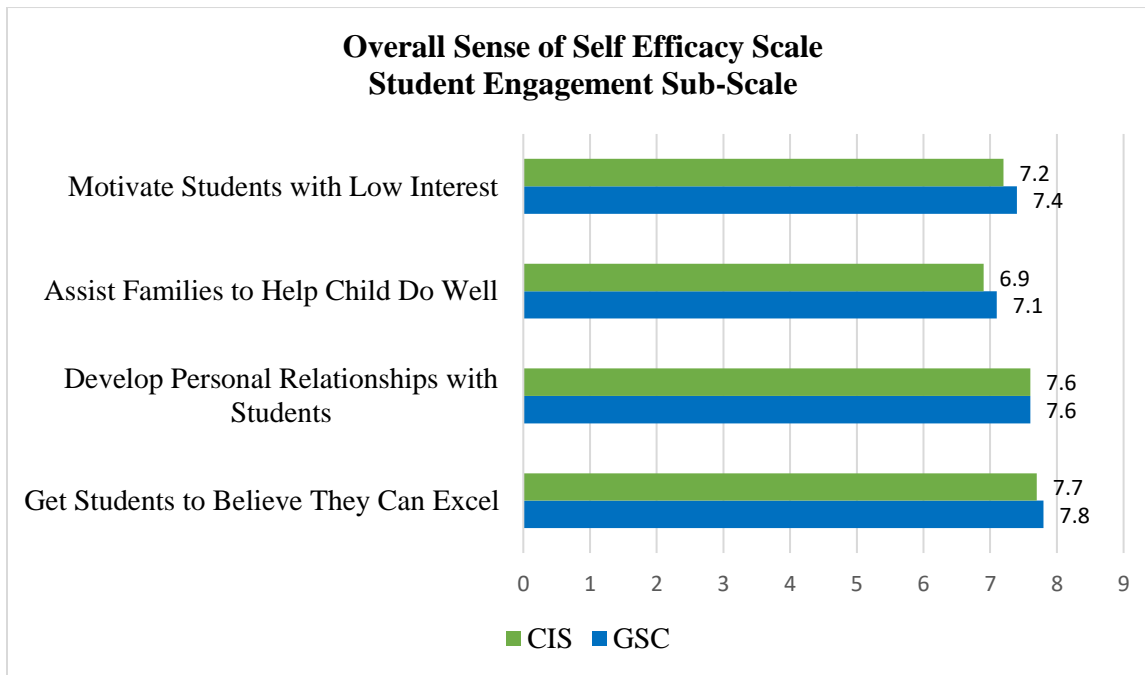
Figure 3

Overall Sense of Self Efficacy Scale
Instructional Strategies Sub-Scale

	CIS	GSC
Implement Alternative Strategies	7.2	7.7
Give Alternative Explanations/Examples	7.4	7.7
Use of a Variety of Assessment Strategies	7.2	8
Craft Good Questions	7.4	8

N=10
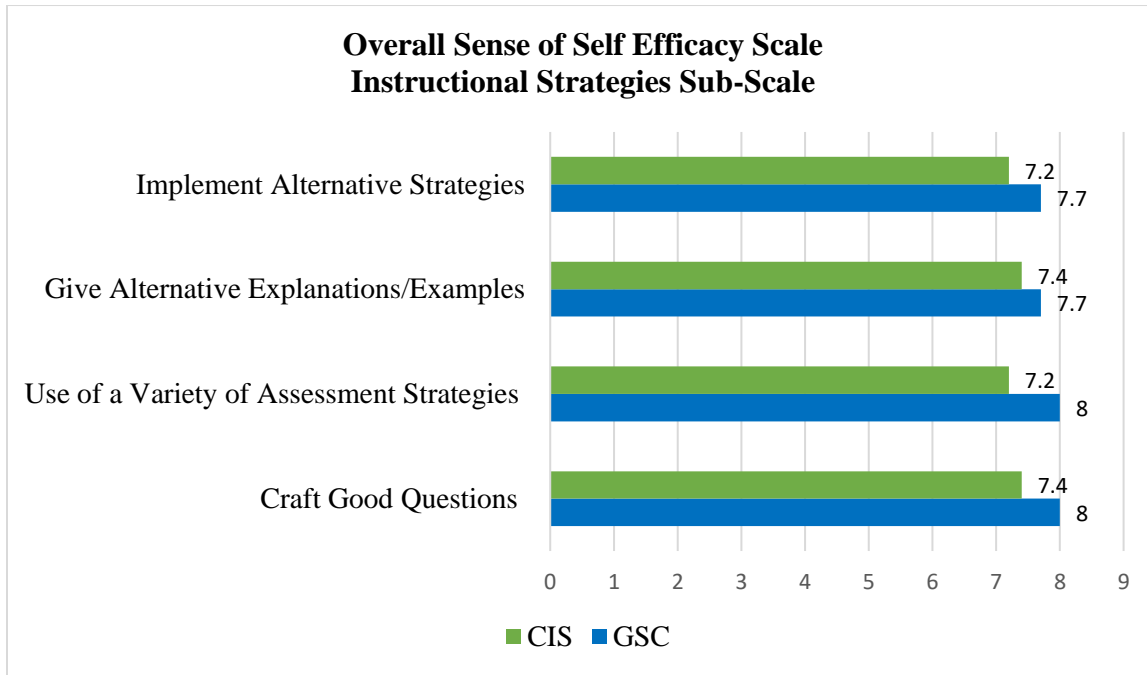
The TBMS data show that GSC candidates score higher than their CIS peers on all Student Engagement Sub-Scale items (Figure 4), with Get Students to Believe They Can Excel (7.8// vs. 7.7/9) and Develop Personal Relationships with Students (7.6/9 for both) getting the highest reported scores. However, we can see that Assist Families to Help Child Do Well (6.9/9 vs. 7.1/9) received significantly lower ratings, suggesting the potential area for improvement.
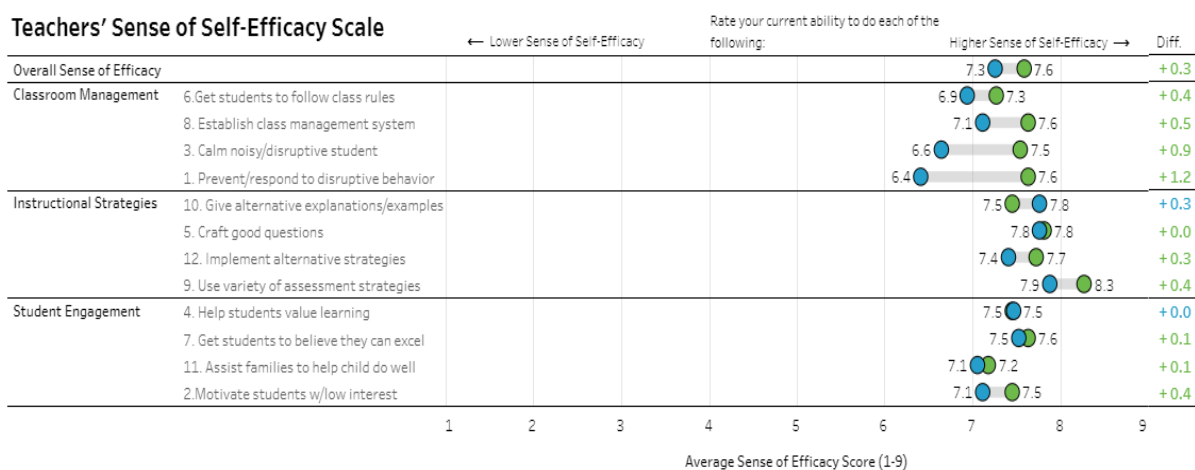
Figure 4

Overall Sense of Self Efficacy Scale
Student Engagement Sub-Scale

Item	CIS	GSC
Motivate Students with Low Interest	7.2	7.4
Assist Families to Help Child Do Well	6.9	7.1
Develop Personal Relationships with Students	7.6	7.6
Get Students to Believe They Can Excel	7.7	7.8

■ CIS ■ GSC

N=10

Analysis across data collection points revealed that GSC candidate perceived self-efficacy increased on the majority of scale items at the end of their internship experience compared to the beginning of it (Figure 5). The largest increase can be seen for the Classroom Management sub-scale items Prevent/Respond to Disruptive behavior (6.4/9 vs. 7.6/9) and Calm Noisy/Disruptive Student (6.6/9 vs. 7.5/9).

Figure 5

Teachers' Sense of Self-Efficacy Scale

Rate your current ability to do each of the following:
← Lower Sense of Self-Efficacy   Higher Sense of Self-Efficacy →

Category	Item			Diff.
Overall Sense of Efficacy		7.3	7.6	+0.3
Classroom Management	6. Get students to follow class rules	6.9	7.3	+0.4
	8. Establish class management system	7.1	7.6	+0.5
	3. Calm noisy/disruptive student	6.6	7.5	+0.9
	1. Prevent/respond to disruptive behavior	6.4	7.6	+1.2
Instructional Strategies	10. Give alternative explanations/examples	7.5	7.8	+0.3
	5. Craft good questions	7.8	7.8	+0.0
	12. Implement alternative strategies	7.4	7.7	+0.3
	9. Use variety of assessment strategies	7.9	8.3	+0.4
Student Engagement	4. Help students value learning	7.5	7.5	+0.0
	7. Get students to believe they can excel	7.5	7.6	+0.1
	11. Assist families to help child do well	7.1	7.2	+0.1
	2. Motivate students w/low interest	7.1	7.5	+0.4

Average Sense of Efficacy Score (1-9)

The highest ratings for the Culturally Responsive Teaching Self-Efficacy overall items were Develop Personal Relationships with Students (8/9) and Build Trust in Students (8/9). Both items were at or above the CIS Network scores (Figure 6). However, as areas for improvement can be

6

seen working with culturally/linguistically diverse students, which were also lower than CIS network peers. These items included Greet ELLs with Praise in a Native Language (6.1/9 vs. 6.5/9), Praise ELLs with Phrase in a Native Language (6.4/9 vs. 6.7/9) and Communicate with Parents of ELLs on Child`s Progress (6.5/9 vs. 6.8/9). Other items included areas related to the other aspects of cultural diversity, such as Implement Strategies to Bridge Home/School Culture (6.5/9 vs. 6.7), Identify Differences in School/Home Culture (6.7/9 vs. 7/9), and Get Info about Student`s Home Life (6.8/9 vs. 7/9).
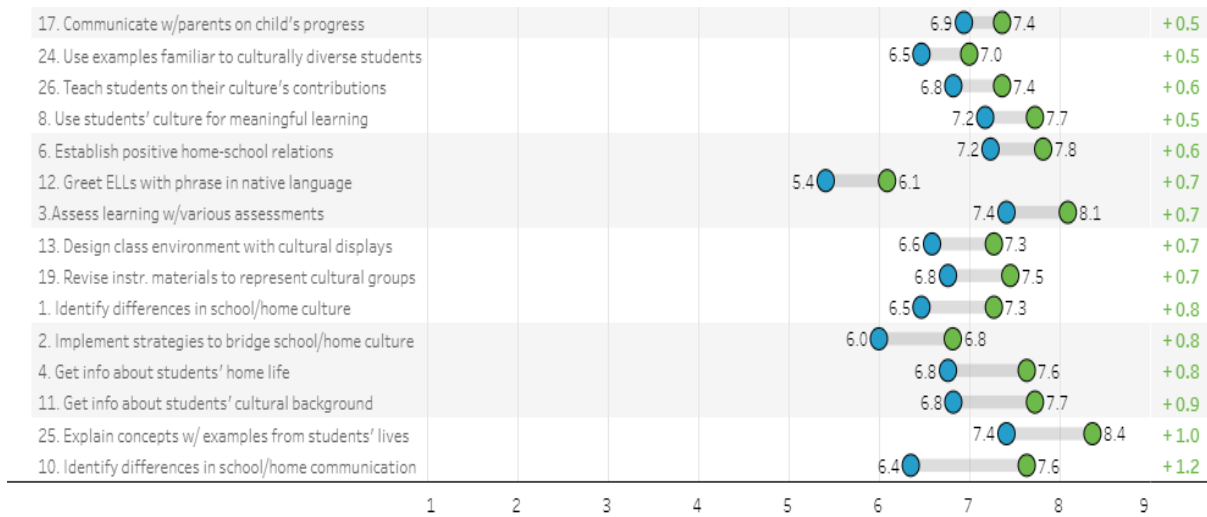
Figure 6

Culturally Responsive Teaching

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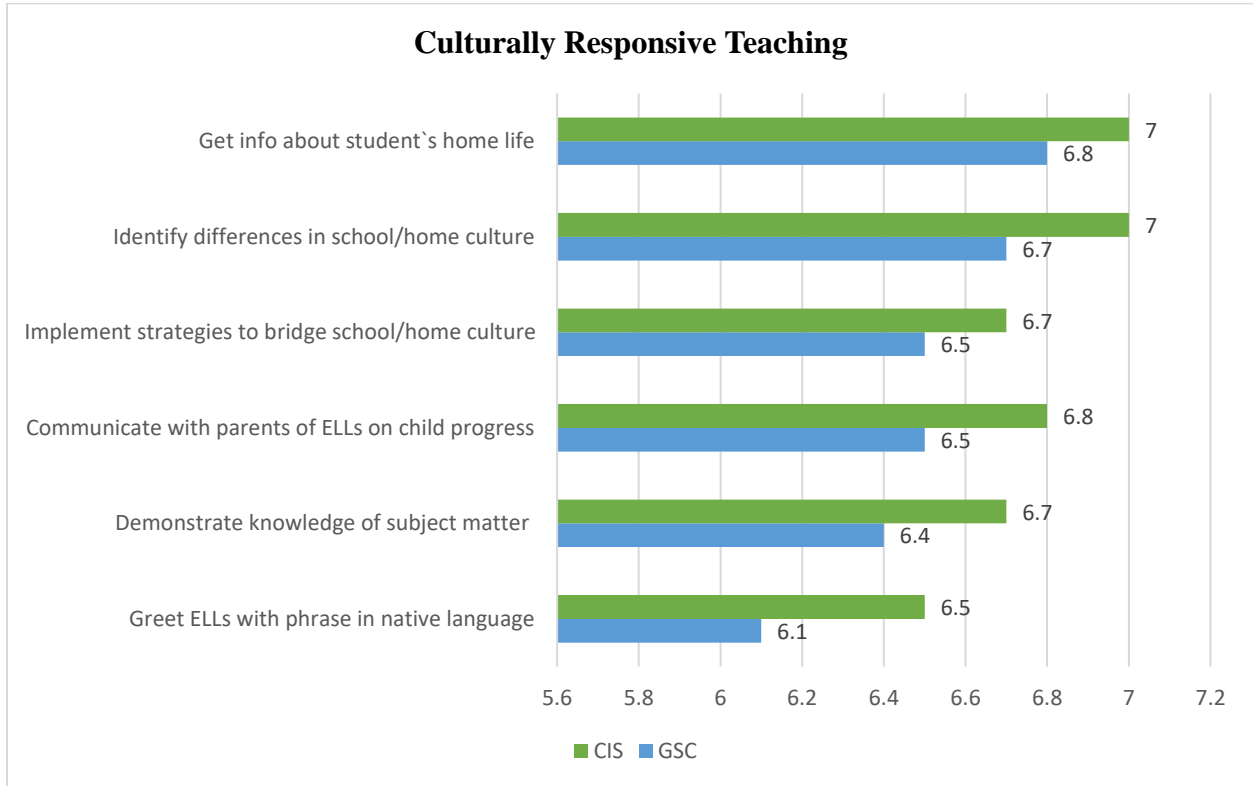
Analysis across data collection points revealed that GSC candidate perceived culturally responsive teaching self-efficacy increased on the majority of scale items at the end of their internship experience compared to the beginning of it (Figure 7). The largest increase can be seen in the Identify Differences in School/Home Communication (6.4 vs. 7.6), Explain Concepts with Examples from Students` Lives (7.4 vs. 8.4), and Get Info about Students` Cultural Background (6.8 vs. 7.7).

Figure 7

Item	Score 1	Score 2	Diff
17. Communicate w/parents on child's progress	6.9	7.4	+ 0.5
24. Use examples familiar to culturally diverse students	6.5	7.0	+ 0.5
26. Teach students on their culture's contributions	6.8	7.4	+ 0.6
8. Use students' culture for meaningful learning	7.2	7.7	+ 0.5
6. Establish positive home-school relations	7.2	7.8	+ 0.6
12. Greet ELLs with phrase in native language	5.4	6.1	+ 0.7
3. Assess learning w/various assessments	7.4	8.1	+ 0.7
13. Design class environment with cultural displays	6.6	7.3	+ 0.7
19. Revise instr. materials to represent cultural groups	6.8	7.5	+ 0.7
1. Identify differences in school/home culture	6.5	7.3	+ 0.8
2. Implement strategies to bridge school/home culture	6.0	6.8	+ 0.8
4. Get info about students' home life	6.8	7.6	+ 0.8
11. Get info about students' cultural background	6.8	7.7	+ 0.9
25. Explain concepts w/ examples from students' lives	7.4	8.4	+ 1.0
10. Identify differences in school/home communication	6.4	7.6	+ 1.2

N=10

In addition to the **Teaching Beliefs and Mindsets Survey (TBMS)**, the EPP adopted and collected data using the **Beginning Teacher Survey (BTS).**

Beginning Teacher Survey (BTS) is used to capture graduates` perceptions on their level of preparation to make an impact on student learning in five areas: (a) academic background and teaching preparation, (b) teacher preparation quality, (c) teacher preparation program components, (d) current teaching practices, and (e) job satisfaction. The survey is being administered to the teacher preparation program graduates in early spring during their first year of full-time classroom teaching.

The analysis of 2021 TBS data shows the overall high scores on each sub-scale of the assessment instrument (Figure 8). Overall, GSC teacher candidates continue to score higher than their CIS network peers for the second year in a row on both survey sub-scales. The overall score for the Teacher Preparation Quality Scale has increased from 4/5 in 2020 to 4.74/5 in 2021; the Opportunity to Learn sub-scale score has also increased from 3.6/5 in 2020 to 3.9/5 in 2021. Both scores are also higher than the ones of CIS network peers.
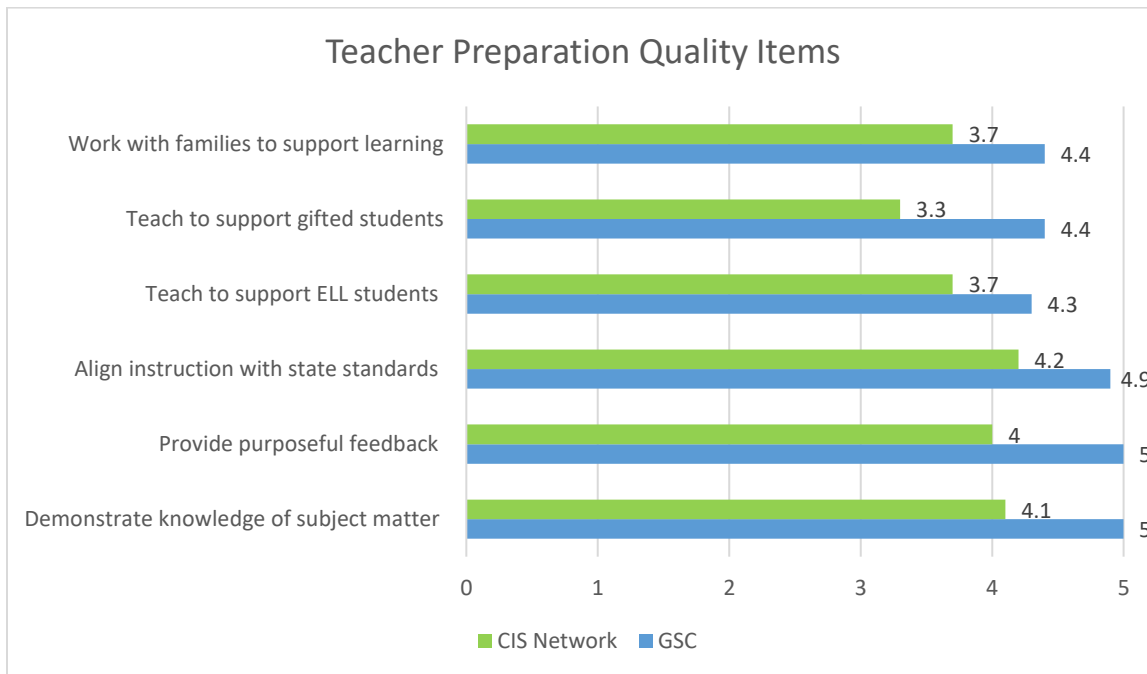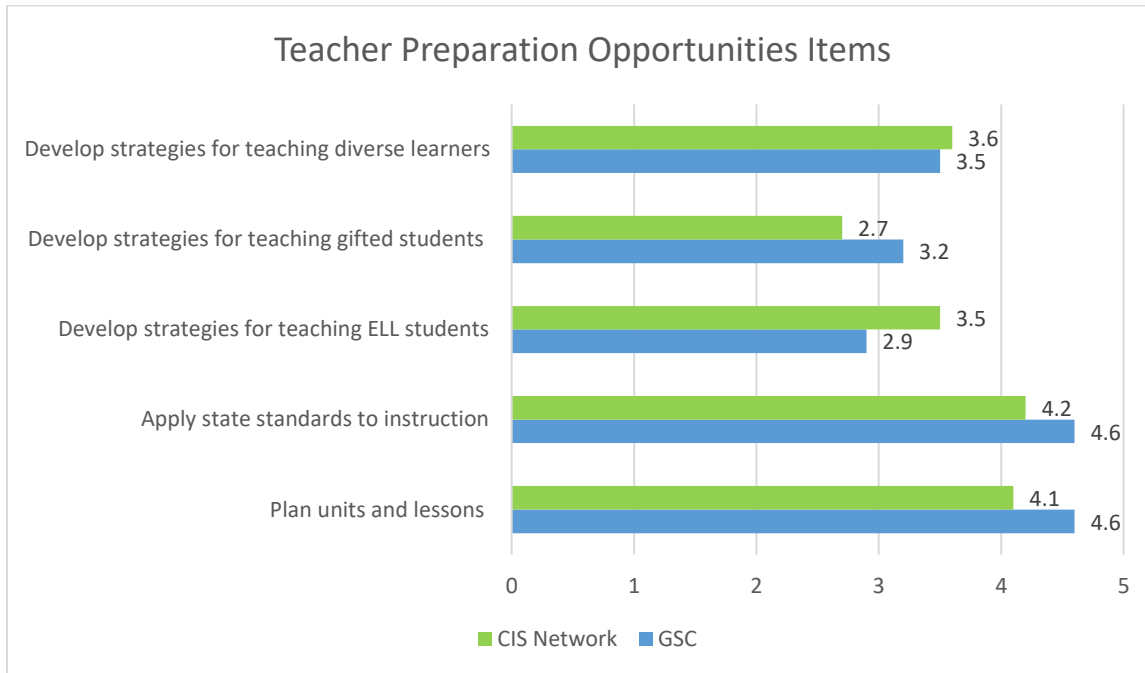
Figure 8

Average BTS Scale Scores by Year

N=11
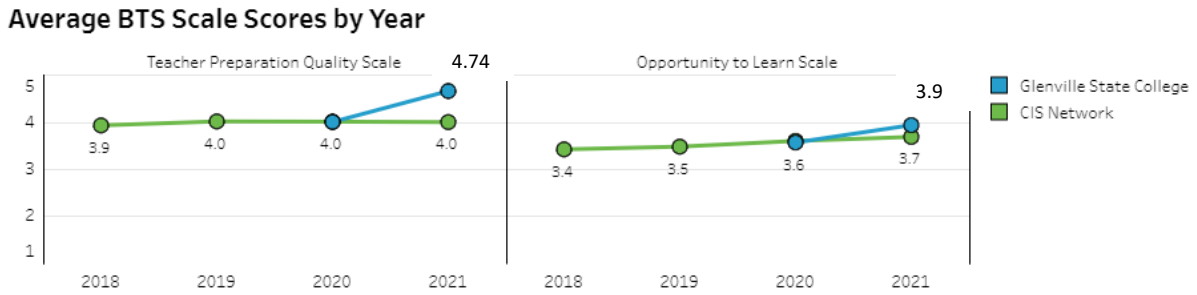
Among the individual items on the Teacher Preparation Quality sub-scale that GSC graduates rated as feeling highly prepared to perform and which were also higher than CIS peers were Demonstrate Knowledge of Subject Matter (5/5 vs. 4.1/5), Provide Purposeful Feedback (5/5 vs. 4/5), and Align Instruction with State Standards (4.9/5 vs. 4.2/5). However, among the lowest-rated items were Teach to Support ELL Students (4.3/5 vs. 3.7/5), Teach to Support Gifted Students (4.4/5 vs. 3.3/5), Set Challenging Goals for Student Learning (4.4/5 vs. 3.9), and Work with Families to Support Learning (4.4/5 vs. 3.7/5).

Figure 9

Teacher Preparation Quality Items

N=11

Among the individual items on the Teacher Preparation Opportunities sub-scale that GSC graduates rated as feeling highly prepared to perform and which were also higher than CIS peers were Plan Units and Lessons (4.6/5 vs. 4.1/5) and Apply State Standards to Instruction (4.6/5 vs.

4.2/5). However, among the lowest-rated items were Develop Strategies for Teaching ELL Students (2.9/5 vs. 3.5/5), Develop Strategies for Teaching Gifted Students (3.2/5 vs. 2.7/5), and Develop Strategies for Teaching Diverse Learners (3.5/5 vs. 3.6/5).

Figure 10

Teacher Preparation Opportunities Items

Develop strategies for teaching diverse learners — CIS Network: 3.6, GSC: 3.5
Develop strategies for teaching gifted students — CIS Network: 2.7, GSC: 3.2
Develop strategies for teaching ELL students — CIS Network: 3.5, GSC: 2.9
Apply state standards to instruction — CIS Network: 4.2, GSC: 4.6
Plan units and lessons — CIS Network: 4.1, GSC: 4.6

Legend: ■ CIS Network ■ GSC

N=11

Outcome Measures

5. Graduation Rates (initial and advanced levels)

Completers Disaggregated by Licensure Initial Level 2020-2021		
Licensure Area	**Number of Completers***	**Graduation Rate**
Early Education PreK-K	5	100%
Elementary Education K-6	6	100%
English 5-Adult	2	100%
General Math 5-9 Algebra I	1	100%
Health Education PreK-Adult	1	100%
Music PreK-Adult	4	100%
Physical Education PreK-Adult	1	100%
Biology 9-Adult	2	100%
Chemistry 9-Adult	1	100%

*Counts are larger than the number of completers due to completers having multiple licenses.

6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)

https://title2.ed.gov/Public/Report/Providers/Providers.aspx?p=4_10&i=5254

7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)

Completers Hired in License Areas 2020-2021 N=16	
Licensure Area	**Number of Completers Hired**
Elementary Education K-6	4
General Math 5-9 Algebra I	1
Health Education/Physical Education PreK-Adult	1
Music PreK-Adult	3
Biology 9-Adult	1
Chemistry 9-Adult	1
Substitute	3
Unknown	2

8. Student loan default rates and other consumer information (initial & advanced levels)

Information on student loan default rates are provided through the College Navigator. Please click the image provided on the web page to be directed to the College Navigator for Glenville State College