

Teaching Effectiveness Case Studies by Academic Year

Using the Teacher Growth Rubric (TGR) as the assessment instrument, overall EPP (MSU) mean scores have been calculated along with mean scores that are disaggregated by grade levels as follows: K-6 represents Elementary Education program, 7-12 represents Secondary Education in English, Mathematics, Social Studies and Science (Biology, Chemistry, and Physics) and K-12 represents Physical Education & Coaching and Special Education. The data include both traditional and alternate route (initial) programs.

Domain & Standard	AY2020				AY2021				AY2022			
	N=25				N=99				N=97			
	EPP Mean	K-6 (n=12)	7-12 (n=10)	K-12 (n=3)	EPP Mean	K-6 (n=58)	7-12 (n=29)	K-12 (n=12)	EPP Mean	K-6 (n=49)	7-12 (n=25)	K-12 (n=23)
Domain I: Lesson Design												
1. Lessons are aligned to standards represent a coherent sequence at learning	3.35	3.28	3.47	3.22	3.43	3.52	3.41	3.08	3.57	3.78	3.44	3.26
2. Lessons have high levels of learning for all students.	3.21	3.14	3.40	2.83	2.96	2.97	3.03	2.75	3.21	3.22	3.20	3.17
Domain I Rating (average of standards under domain)	3.28	3.21	3.44	3.03	3.20	3.25	3.22	2.92	3.39	3.50	3.32	3.22
Domain II: Student Understanding												
3. The teacher assists students in taking responsibility for learning and monitors student	3.22	3.10	3.47	2.83	3.00	2.97	3.03	3.08	3.23	3.16	3.36	3.22
4. The teacher provides multiple ways for students to make meaning of content.	3.19	3.14	3.37	2.77	2.95	3.01	2.86	2.83	3.18	3.20	3.16	3.13
Domain II Rating (average of standards under domain)	3.21	3.12	3.42	2.80	2.98	2.99	2.95	2.96	3.21	3.18	3.26	3.18
Domain III: Culture and Learning Environment												
5. The teacher manages a learning-focused classroom community.	3.23	3.27	3.30	2.83	3.43	3.70	3.14	2.83	3.14	3.16	3.12	3.13
6. The teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.	3.29	3.35	3.25	3.20	3.22	3.29	3.10	3.17	3.13	3.14	3.12	3.13
7. The teacher creates and maintains a classroom of respect for all students.	3.39	3.17	3.60	3.58	3.35	3.39	3.24	3.42	3.34	3.41	3.36	3.17
Domain III Rating (average of standards under domain)	3.30	3.26	3.38	3.20	3.33	3.46	3.16	3.14	3.20	3.24	3.20	3.14
Domain IV: Professional Responsibilities												
8. The teacher engages in professional learning.	3.39	3.41	3.48	3.00	3.28	3.33	3.24	3.17	3.15	3.29	3.00	3.04
9. The teacher establishes and maintains effective communication with families/guardians.	3.24	3.28	3.22	3.20	3.20	3.32	3.07	2.92	3.26	3.33	3.00	3.39
Domain IV Rating (average of standards under domain)	3.32	3.35	3.35	3.10	3.24	3.33	3.16	3.05	3.21	3.31	3.00	3.22
Summative Rating (average of domain ratings)	3.28	3.23	3.40	3.03	3.19	3.26	3.12	3.01	3.25	3.31	3.20	3.19

Overall Summary of the Case Studies (AY22): In partnering with twelve school districts, the Administrator conducted a summative observation conference with the teacher. During the conference, the Administrator and teacher discussed the teacher's classroom observations, evidence of the teacher's practice, and professional growth opportunities. The teacher also received summative observation rating from the Teacher Growth Rubric (TGR). The case study consisted of program completers in their first year teaching. Academic Year AY2022 consisted of the 2020-2021 cohorts. The data show across the past year academic year that completers are strongest in *Domain I: Lesson Design* (AY22=3.39). The Domain with the lowest average rating across the one academic year was *Domain III: Culture and Learning Environment* (AY22=3.20).

Overall Summary of the Case Studies (AY21): In partnering with twelve school districts, the Administrator conducted a summative observation conference with the teacher. During the conference, the Administrator and teacher discussed the teacher's classroom observations, evidence of the teacher's practice, and professional growth opportunities. The teacher also received summative observation rating from the Teacher Growth Rubric (TGR). The case study consisted of program completers in their first year teaching. Academic Year AY2021 consisted of the 2019-2020 cohorts. The data show across the past year academic year that completers are strongest in *Domain III: Culture and Learning Environment* (AY21=3.33) followed by *Domain IV: Professional Responsibilities* (AY21=3.24). The Domain with the lowest average rating across the one academic year was *Domain II: Student Understanding* (AY21=2.98).

Overall Summary of the Case Studies (AY20): In partnering with five school districts, the Administrator conducted a summative observation conference with the teacher. During the conference, the Administrator and teacher discussed the teacher's classroom observations, evidence of the teacher's practice, and professional growth opportunities. The teacher also received summative observation rating from the Teacher Growth Rubric (TGR). The case study consisted of program completers in their first year teaching. Academic Year AY2020 consisted of the 2018-2019 cohorts. The data show across the past year academic year that completers are strongest in *Domain IV: Professional Responsibilities (AY20=3.32)*. The Domain with the lowest average rating across the one academic year was *Domain II: Student Understanding (AY20=3.21)*.

Overall Use of Results: As a result of the case studies, the Teacher Growth Rubric has been implemented into Internship prior to the teacher candidate's completion of the program. The TGR is distributed, reviewed, and discussed with the teacher candidate. At the conclusion of internship, the teacher candidate is assessed by the University Supervisor. This process is to assist the program completer on the evaluation expectations when beginning the teaching profession.