

Standard 4.2 Indicators of Teaching Effectiveness

The provider demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

EPP Response: We conduct and participate in multiple measures of teaching effectiveness. All teacher education programs are designed to ensure candidates apply California standardized and InTasc aligned ([California Teacher Performance Expectation \(TPE\)/InTasc Crosswalk](#)) professional knowledge, skills, and dispositions necessary to be effective classroom teachers. These data include University Supervisor data, Mentor Teacher data, California Completer Survey data, California Master Teacher Survey data, California Employer Survey data, Candidate outcome scores on California Teaching Performance Expectations (TPA Cycles 1-3). Additionally, as of Spring 2020, we have started collecting direct observational data designed to measure teaching effectiveness.¹ Please see description and current measurement data below.

EPP Current Measurement Systems

As of July 2008, California statute (Chap. 517, Stats. 2006) requires all teacher candidates for a preliminary Multiple and Single Subject Teaching Credential to pass an assessment of their teaching performance with K-12 public school students. This assessment of teaching performance is designed to measure the candidate's knowledge, skills, and ability with relation to California's Teaching Performance Expectations (TPEs), including demonstrating his/her ability to appropriately instruct all K-12 students in the Student Academic Content Standards. Each of the three approved teaching performance assessment models (CalTPA, edTPA, and FAST) requires a candidate to complete defined performance tasks relating to subject-specific pedagogy, designing and implementing instruction and student assessment, video-recording teaching, and reflecting on practice. Performance tasks must be completed within a site placement where the candidate is working with supervising teachers, master teachers, and actual students. Multiple-subject candidates must demonstrate their capacity to teach literacy and mathematics. When taken as a whole, teaching performance assessment tasks measure the six TPE domains.

Candidate performances are scored by trained, calibrated content-specific assessors against multiple rubrics that describe levels of performance relative to each performance task. Each model must also meet and maintain specified standards of assessment reliability, validity, and fairness to candidates. Candidates assessment outcomes are collected, analyzed and this data are used to inform program improvement and accreditation.

All candidates who start a Commission-approved multiple and single subject teacher preparation program as of July 1, 2008 must meet the teaching performance assessment

¹ This study is delayed due to the shift in PK-12 teaching practices to an online format during school closures caused by the COVID-19 pandemic.

requirement. As of July 1, 2018, candidates must complete the redeveloped and approved TPA models, as well as meet all program requirements prior to being recommended for a preliminary teaching credential.

As a result, Attallah College uses CalTPA scores as one early measurement of candidate teaching effectiveness. As described above, the TPA system in the state of California changed in 2019, and as a result, we have two cycles of data in two separate data systems to measure teacher effectiveness.

- [TPA Pass Rate MACI Multiple Subject 2017-2018 AY](#)
- [TPA Pass Rate MACI Single Subject 2017-2018 AY](#)
- [TPA Pass Rate MAT Multiple Subject 2017-2018 AY](#)
- [TPA Pass Rate MAT Multiple Subject Summer-Fall 2018](#)
- [TPA Pass Rate MAT Single Subject 2017-2018 AY](#)
- [TPA Pass Rate MAT Single Subject Summer-Fall 2018](#)

The pass rate indicates that most of the teacher candidates are proficient in being able to display *the plan, teach and assess, and reflect* model of teaching to effectively monitor K-12 student learning. This was an effective pass rate due to the candidates experiencing a pilot year of the CalTPA. The faculty embed the updated TPA language into the curriculum, allowing teacher candidates exposure long before they complete the assessment.

The 2018-2019 first and second cycles of CalTPA data below are based on the new CTC system for examinations.

CalTPA First Cycle Results

Program	Multiple Subject	Multiple Subject Bilingual	Single Subject
Master of Arts in Teaching Credential Program	13 Teacher Candidates 92% Pass Rate	Not applicable ²	10 Teacher Candidates 100% Pass Rate
Master of Arts in Curriculum & Instruction Credential Program	12 Teacher Candidates 92% Pass Rate	Not applicable ³	3 Teacher Candidates 100% Pass Rate
Joint Master of Arts in Special Education Mild/Mod & Multiple Subject Credential Program	2 Teacher Candidates 100% Pass Rate	Not applicable ⁴	Not applicable ⁵

² No Attallah College Students took this exam

³ No Attallah College Students took this exam

⁴ No Attallah College Students took this exam

⁵ No Attallah College Students took this exam

CalTPA Second Cycle Results

Program	Multiple Subject	Multiple Subject Bilingual	Single Subject
Master of Arts in Teaching Credential Program	10 Teacher Candidates 100% Pass Rate	Not applicable	10 Teacher Candidates 80% Pass Rate
Master of Arts in Curriculum & Instruction Credential Program	11 Teacher Candidates 100% Pass Rate	Not applicable	3 Teacher Candidates 100% Pass Rate
Joint Master of Arts in Special Education Mild/Mod & Multiple Subject Credential Program	2 Teacher Candidates 100% Pass Rate	Not applicable	Not applicable

Special Education

[SPed MM Formative TPE Data 2018-19](#)

[SPed MS Formative TPE Data 2018-19](#)

[SPed MM Summative TPE Data 2017-2018-2019](#)

[SPed MS Summative TPE Data 2017-2018-2019](#)

[SPed MM Formative TPE Data Fall 2019](#)

[SPed MM Summative TPE Data Fall 2019](#)

These outcomes are associated with student impact in that the TPEs address planning and delivering content that is accessible to all learners. Candidates must also demonstrate that they are using formative and summative assessment that addresses student progress.

University Supervisor Assessments

The Attallah College of Educational Studies utilizes multiple measures to build an understanding of completer contribution to teaching effectiveness. First, we utilize University Survey formative and summative feedback assessments. Our [University Supervisor handbook](#) describes a detailed observation process including 8 site visits as well as utilization of [the student teaching observation forms](#) to support teacher candidates as well as track candidate progress including candidate contribution to PK-12 student growth. As a result, we have collected three cycles of formative and summative results (see links to data below) indicating our candidate's success and challenges. Additionally, these data are shared as part of our [annual data packages](#),⁶ each year that contribute program annual reports wherein programs review, analyze, and make decisions about the progress of our candidates as they strive to improve teaching effectiveness.

University Supervisor Formative Data

[Instrument Internal Consistency and Reliability Results](#)

⁶ Provided here is a generic template of what data is provided. Protected data is included in these data.

[MACI Multiple Subject University Supervisor Review of Candidates Spring 2018 - Spring 2019 data](#)
[MACI Single Subject University Supervisor Review of Candidates Spring 2018 – Spring 2019 data](#)
[MACI Multiple Subject University Supervisor Review of Candidates Fall 2019 data](#)
[MACI Single Subject University Supervisor Review of Candidates Fall 2019 data](#)
[MAT Multiple Subject University Supervisor Review of Candidates Spring 2018 – Spring 2019 data](#)
[MAT Single Subject University Supervisor Review of Candidates Spring 2018 – Spring 2019 data](#)
MAT Multiple Subject University Supervisor Review of Candidates Fall 2019 data (we did not have Multiple Subject student teachers in Fall 2019)
[MAT Single Subject University Supervisor Review of Candidates Fall 2019 data](#)
[Special Education Mild-Moderate University Supervisor Review of Candidates 2017-2018 – 2018-2019 data](#)
Special Education Moderate-Severe University Supervisor Review of Candidates 2017-2018 – 2018-2019 data
[Special Education Mild-Moderate University Supervisor Review of Candidates Fall 2019 data](#)

University Supervisor Summative Data

[Instrument Internal Consistency and Reliability Results](#)

[MACI Multiple Subject University Supervisor Review of Candidates Spring 2018 - Spring 2019 data](#)
[MACI Single Subject University Supervisor Review of Candidates Spring 2018 – Spring 2019 data](#)
[MACI Multiple Subject University Supervisor Review of Candidates Fall 2019 data](#)
[MACI Single Subject University Supervisor Review of Candidates Spring Fall 2019 data](#)
[MAT Multiple Subject University Supervisor Review of Candidates Spring 2018 – Spring 2019 data](#)
[MAT Single Subject University Supervisor Review of Candidates Spring 2018 – Spring 2019 data](#)
MAT Multiple Subject University Supervisor Review of Candidates Fall 2019 data (we did not have Multiple Subject student teachers in Fall 2019)
[MAT Single Subject University Supervisor Review of Candidates Fall 2019 data](#)
[Special Education Mild-Moderate University Supervisor Review of Candidates 2016-2017, 2017-2018, 2018-2019 data](#)
Special Education Moderate-Severe University Supervisor Review of Candidates 2016-2017 2017-2018, 2018-2019 data
[Special Education Mild-Moderate University Supervisor Review of Candidates Fall 2019 data](#)

These data are collected, reviewed, and analyzed for each candidate as part of the candidate program review as well as part of the broader program improvement process through program Annual Reports.⁷ These annual reports provide ongoing program data back to the program design teams, who then use these data to make program improvements.

Mentor Teacher Assessments

⁷ Program Annual Reports are a key component of program improvement for all programs in the Attallah College. Programs received annual and term over term data in the area of admissions, student progress and support, student performance and assessment, clinical experiences assessment, graduate outcomes, and program review. Programs are then required to review, reflect, analyze, and write to the ways in the program will address successes and areas for improvement within each category. Templates are provided here,

Another measure the Attallah College utilizes to indicate teaching effectiveness is our Mentor Teacher evaluation process. As outlined in our [Mentor Teacher handbook](#), all Mentor Teachers are required to support students through detailed observation and support candidate learning. Additionally, Mentor Teachers are required to evaluate candidates through the systematic use of [Mentor Teacher Evaluation Form](#) that is designed to ensure candidate progress, including improving student learning by assessing candidate quality of teaching on each of the California Teacher Performance Expectations (TPE's). As a result, we have collected three cycles of Mentor Teacher assessments (see links to data below) of candidates indicating our candidate's success and challenges. These data are shared as part of our [annual data packages](#)⁸ each year that contribute program annual reports, wherein programs review, analyze, and make decisions about the progress of our candidates as they strive to improve student learning.

Mentor Teacher Formative Data

[Instrument Internal Consistency and Reliability Results](#)

[MACI Multiple Subject Mentor Teacher Review of Candidates Spring 2018 -Fall 2018- Spring 2019 data](#)

[MACI Single Subject Mentor Teacher Review of Candidates Spring 2018 – Fall 2018 - Spring 2019 data](#)

[MACI Multiple Subject Mentor Teacher Review of Candidates Fall 2019 data](#)

[MACI Single Subject Mentor Teacher Review of Candidates Fall 2019 data](#)

[MAT Multiple Subject Mentor Teacher Review of Candidates Spring 2018 – Fall 2018- Spring 2019 data](#)

[MAT Single Subject Mentor Teacher Review of Candidates Spring 2018 – Fall 2018-Spring 2019 data](#)

MAT Multiple Subject Mentor Teacher Review of Candidates Fall 2019 data (we did not have Multiple Subject student teachers in Fall 2019)

[MAT Single Subject Mentor Teacher Review of Candidates Fall 2019 data](#)

SPED Mentor Teacher Review of Candidates Spring 2018-Spring 2019 data

SPED Mentor Teacher Review of Candidates Fall 2019 data

Mentor Teacher Summative Data

[Instrument Internal Consistency and Reliability Results](#)

[MACI Multiple Subject Mentor Teacher Review of Candidates Spring 2018 - Spring 2019 data](#)

[MACI Single Subject Mentor Teacher Review of Candidates Spring 2018 – Spring 2019 data](#)

[MAT Multiple Subject Mentor Teacher Review of Candidates Spring 2018 – Spring 2019 data](#)

[MAT Single Subject Mentor Teacher Review of Candidates Spring 2018 – Spring 2019 data](#)

[MACI Multiple Subject Mentor Teacher Review of Candidates Fall 2019 data](#)

[MACI Single Subject Mentor Teacher Review of Candidates Fall 2019 data](#)

MAT Multiple Subject Mentor Teacher Review of Candidates Fall 2019 data – we did not have Multiple Subject student teachers in Fall 2019

[MAT Single Subject Mentor Teacher Review of Candidates Fall 2019 data](#)

⁸ Program Annual Data Packages are shared with programs who are then required to write Annual Reports. These are key components of program improvement for all programs in the Attallah College. Programs received annual and term over term data in the area of admissions, student progress and support, student performance and assessment, clinical experiences assessment, graduate outcomes, and program review. Programs are then required to review, reflect, analyze, and write to the ways in the program will address successes and areas for improvement within each category.

SPED Mentor Teacher Review of Candidates Spring 2018-Spring 2019 data
SPED Mentor Teacher Review of Candidates Fall 2019 data

Dispositional Assessment Data & Plans

In Fall 2019, the Attallah College of Educational Studies opted to use the Educational Dispositional Assessment Consultants, LLC, and purchased the EDA (Educational Dispositions Assessment) rubric that is now available on Taskstream by Watermark. EDA is a valid and reliable measure of teacher candidate dispositions used to track and monitor candidate dispositional behaviors as they progress through the teacher education program. The EDA consists of dispositions and related indicators identified through research and explicitly aligned with CAEP Standards, InTASC Standards, and professional dispositional elements found in prominent teacher evaluation instruments.

The EDA was designed with careful consideration of the psychometric properties associated with informal assessment so that any inferences made about a teacher's disposition are more likely to be true. The intent of the EDA construction was to extend typical psychometric expectations associated with informal assessments. The effort was grounded in an attempt to clear any confusion about the expectations so that growth in dispositions may be enhanced during coursework and subsequent clinical experience. Construct validity was measured through a series of steps aimed at procuring a collective understanding of dispositional meaning, while inter-rater reliability was estimated with the calculation of generally high Pearson Product Moment correlational coefficients.

The EDA, LLC structured the assessment across a 0 to 2 Likert scale, to meet and exceed the CAEP Evaluation Framework expectations. Standards addressed by the EDA include:

- Standard 1: Content and Pedagogical Knowledge
- Standard 2: Clinical Partnerships and Practice
- Standard 3: Candidate Quality, Recruitment, and Selectivity
- Standard 5: Provider Quality Assurance and Continuous Improvement

The EDA successfully addresses each component of the CAEP Evaluation Framework to include:

- Suggestions for administration and explanation of purpose
- Indicators that require evaluators to judge consequential attributes of candidate proficiencies and standards
- Well-defined scoring criteria
- Estimates of reliability to include reported reliability coefficients
- Evidence of construct validity with composite scores that move toward predictive validity

The following dispositional data displays the last three terms, prior to the use of the EDA tool:

Data for all programs are available here:

[MACI Multiple Subject Professional Dispositions Spring 2018 – Spring 2019 data](#)
[MACI Single Subject Professional Dispositions Spring 2018 – Spring 2019 data](#)
[MAT Multiple Subject Professional Dispositions Spring 2018 – Spring 2019 data](#)
[MAT Single Subject Professional Dispositions Spring 2018 – Spring 2019 data](#)
[Special Education Professional Dispositions Spring 2018 – Spring 2019 data](#)
[MACI Multiple Subject Professional Dispositions Spring 2020 data](#)
[MACI Single Subject Professional Dispositions Spring 2020 data](#)
[MAT Multiple Subject Professional Dispositions Spring 2020 data](#)
[MAT Single Subject Professional Dispositions Spring 2020 data](#)

The EDA results will be available in Spring of 2020. Our Teacher Education faculty and University Supervisors have already received initial training and are ready to use it.

California Completer Survey Data

A third measure we utilize is California Completer Survey data. The California Commission on Teacher Credentialing (CTC) started collecting data through a statewide surveys ([Multiple Subject](#), [Single Subject](#), [Education Specialist](#)) of program completers⁹ in 2016. Survey descriptions, target respondents, and types of data collected may be found on [this link](#) 4-004 in Appendix A. This data-collection process was updated in 2018 (see [program update](#)) to improve the use of these data in the accreditation process.

One issue is that if the program's completer response is below 10 the state does not report out that data. Due to the fact that our programs are small, in the past we have not always had enough completers, even if 100% of those respondents completed the survey to successfully capture these data. As a result, we gather additional data to demonstrate our candidates' successful impact on student achievement.

[California's Program Completer Survey Attallah College Multiple Subject Data 2016-17](#)
[California's Program Completer Survey Attallah College Single Subject Data 2016-17](#)
[California's Program Completer Survey Attallah College Education Specialist Data 2016-17](#)
[California's Program Completer Survey Attallah College Multiple Subject Data 2017-18](#)
[California's Program Completer Survey Attallah College Single Subject Data 2017-18](#)
[California's Program Completer Survey Attallah College Education Specialist Data 2017-18](#)
[California's Program Completer Survey Attallah College General Education Data](#)
[California's Program Completer Survey Attallah College Multiple Subject Data 2018-19](#)
[California's Program Completer Survey Attallah College Single Subject Data 2018-19](#)
[California's Program Completer Survey Attallah College Education Specialist Data 2018-19](#)

Traditionally, each year upon release of these data the Director of Program Assessment and Improvement as well as the Assessment Coordinator meets with the TE Director and Program Coordinators to review, analyze, and discuss cross program as well as individual program improvements that may be made as a result of these data. To date our graduates have surpassed the state average in a significant majority of areas, such as meet the learning needs of all students (Q 13). In the 2017-18

⁹ CTC defines a Program Completer as follows: an individual who has completed a credential program.

survey for MS, we were basically meeting the state average, so we needed to focus and attend to those areas throughout the program. As a result, we have updated our curriculum in our program to reinforce throughout the curriculum candidate's ability to address the needs of all learners. See program matrix ([MAT MS](#), [MAT SS](#), [MACI MS](#), [MACI SS](#), [SPed MM](#), [SPed MS](#)) for syllabi demonstrating programmatic focus on addressing the needs of all learners.

- *MAT MS MATRIX*
 - *MAT SS MATRIX*
 - *MAT Bilingual MATRIX*
 - *MAT MS MATRIX*
 - *MAT SS MATRIX*
 - *SPED MM MATRIX*
 - *SPED MS MATRIX*
-
- *Associated Syllabi I-TE-SYL-01 – I-TE-SYL-59*

California Master/Mentor Teacher Survey Data

Additionally, as of 2018-2019 CTC released a [Master Teacher Survey](#). CTC survey descriptions, target respondents, and types of data collected may be found on [this link](#) in Appendix A. The data collection process was updated in 2018 (see [program update](#)) to improve use in the accreditation process. Key questions about the candidate's effective teaching strategies, instructional design, and effectiveness as a teacher are part of the overall assessment process that contributes to our understanding of candidate impact on student achievement. These data are included as part of our Program Annual Reports added to our annual review packages as part of our analysis of candidate impact on student achievement.

[California's Mentor Teacher Survey 2016-17](#)

[California's Mentor Teacher Survey 2017-18](#)¹⁰

[California's Mentor Teacher Survey 2018-19](#)

California Education Employer Survey Data

Additionally, as of 2018-2019 CTC released an [Employer Survey](#). These data include key questions about the candidate's effective teaching strategies, planning and instructional design, student assessment and improvement as well as overall effectiveness as a teacher. These survey data will be incorporated as part of the overall assessment process that contributes to our understanding of employer perception of our graduates in the field. These data have not been released as of yet for our review, but when they are, these data will be added to our annual review packages as part of our analysis of candidate impact on student achievement.

¹⁰ Attallah College Mentor Teacher "n" in this survey year was < 10 for this year, and as a result, we did not receive survey results.

Additional Measures of Teaching Effectiveness & Implementation Timeline

Plan Component 4.2 Triangulating Data Plans Teaching Effectiveness

This study is currently delayed due to COVID-19

Purpose and Plan of this Study

This study is designed to examine Attallah College at Chapman University's program completer teaching effectiveness. Additionally, this study seeks to collect data regarding program completer's strengths and weaknesses that may serve to provide indicators for program improvement.

Data Collection

Teacher candidates are currently observed by University Supervisors at minimum seven times during student teaching experience. During weeks seven and eight, university supervisors and mentor teachers evaluate student teachers on multiple measures as identified in Figure 1, providing student teachers formative evaluations. At the end of the student teaching experience, university supervisors and mentor teachers again evaluate student teachers on the same multiple measures, providing student teachers with formative evaluations.

Our plan is to observe a sample of program graduates and once again score them against the same evaluation tool used during their student teaching experience to determine growth. We designed the study to collect the student teaching formative and summative evaluation scores as well as a single in-service teaching score by measure. The evaluation scores of each the of program's measures will be averaged to the mean. Each student's individual measure formative, summative, and in-service mean scores will then be used to document teacher effectiveness and growth. Next, program means on each measure will be documented and overall program improvement scores will be calculated. This measure will be used to create a baseline for program teacher effectiveness.

The goal is for each of the program measure means to score a 3.5 or above, indicating overall student teacher outcomes either meet or exceed expectations.

The three-way evaluation is a performance-based assessment of teacher candidates during student teaching and one post-teaching experience. Students teachers will have the opportunity to be scored by university supervisor and mentor teacher during student teaching and by university supervisor during teacher in-service.

¹¹ Attallah College Mentor Teacher "n" in this survey year was < 10 for this year, and as a result, we did not receive survey results.

In-service teachers in the sample will have the opportunity to meet with University Supervisors and review their progression in teaching. University faculty and/or supervisors will provide sample students with references to professional development information and/or opportunities as a thank you for participating in the study.

In Spring 2020, we have been able to recruit six Teacher Education program completers, currently in-service teachers, who volunteered to participate in the study. We also recruited University Supervisors. However, due to the COVID-19 and closure of Pk-12 sector in California mid-March 2020, we have been able to collect only two observations. The initial results from them are available below.

[Teacher Effectiveness Evaluations Data Collection as of March 2020](#)

We plan to organize the rest of the observations and complete data analysis and dissemination in Fall 2020.

Timeline – Modified Due to COVID1-19¹²

Date	Activity
Spring 2020-Fall 2020	Data Collection
Fall 2020	Conclude all data collection methods & Analyze Data
Fall 2020	Present Findings to Programs
Spring 2021	Utilize study findings to Inform Program Improvement

Data Analysis

All of these data points are brought together in Program Annual Reports. These data allow programs to interpret the growth of candidates within the program and in the field. These data are reviewed semiannually as part of the Program Annual Report program improvement efforts.

¹² We have extended the data collection timeframe for this cycle to include Fall 2020 due to the COVID-19 shift in PK-12 schools to online instruction.