

Accountability Measures

April 2022 on 2020-21 Academic Year

Teacher Education Program

School of Education and Psychology
Southern Adventist University

Accountability Measure 1a

(AM 1a – CAEP R4.1a)

Completer Effectiveness

(1a) Program completers effectively contribute to P-12 student-learning growth.

The following slides share employer reporting on the student learning impact of in-service alumni.

Employer Survey of 2021

Survey went to employers (supervisors) of 2017-18, 2018-19, and 2019-20 completers.

Response rate: 24 of 52, 46%

Employers were asked the following question:

“To what extent is this teacher contributing to P-12 student-learning growth?”

Response options:

- Insufficient contribution to P-12 student-learning growth
- Adequate contribution to P-12 student-learning growth
- Exemplary contribution to P-12 student-learning growth

Response data frequencies and means are shared on next two slides.

Employer Survey of 2021

“To what extent is this teacher contributing to P-12 student-learning growth?”

Frequencies

Completer Cohorts	Years out from completion	# of Responses	Exemplary Contribution to Student Learning Growth	Adequate Contribution to Student Learning Growth	Insufficient Contribution to Student Learning Growth
			<i>Response Frequencies</i>		
2017-18	3rd year out	10	4	5	1
2018-19	2nd year out	7	3	4	0
2019-20	1st year out	7	4	3	0
All 2017-2020	Total	24	11	12	1
	Percentages	100%	46%	50%	4%

- Three response choices were offered on this question: Exemplary, Adequate, and Insufficient.
- A total of 23 (96%) of respondents indicated Exemplary or Adequate contribution to student learning growth.
- One respondent (4%) indicated Insufficient contribution to student learning growth.
- Employers of completers of the past two years rated those teachers as making Adequate or Exemplary contribution to student learning growth.

Employer Survey of 2021

“To what extent is this teacher contributing to P-12 student-learning growth?”

Means

Filter	Response N	Response Mean*
Completers 1 year out	7	1.57
Completers 2 years out	7	1.43
Completers 3 years out	10	1.30
Teaching Level Elementary	11	1.36
Teaching Level Middle, High, K-12	13	1.46
Public Schools	5	1.40
Private Schools	19	1.42
Overall	24	1.42

- Response choices: Exemplary contribution (2), Adequate contribution (1), Insufficient contribution (0).
- *Possible range of means is 0.00 – 2.00.
- Means across the various filters are relatively stable and are above 1.00 (Adequate).
- The filters for number of years out suggest a positive trend.

How Employers Assess Student Learning Growth

In connection with the question on completer contribution to student learning growth, the survey asked: *On what do you base your assessment of this teacher's contribution to student learning growth?*

Employers mentioned:

- Classroom observations (15 times)
- Test scores (7 times)
- Formative and summative assessments, classroom data (2 times)
- Interview (1 time)
- Student interaction (1 time)
- Professional meetings (1 time)
- Feedback by stakeholders (1 time)
- Knowledge of lesson planning (1 time)

Accountability Measure 1b

(AM 2 - CAEP R4.1b)

Indicators of Teaching Effectiveness

(1b) Completers apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

The following slides report on surveys seeking completer and employer perceptions of completers' application of professional knowledge, skills, and dispositions.

Alumni & Employer Surveys

April 2022 Report on 2021 Surveys

- Alumni self-report on how consistently they practice knowledge, skills, and dispositions taught in the preparation program.
- Employers report their observations of how consistently alumni practice knowledge, skills, and dispositions taught in the program.
- Alumni survey went to completers of 2017-18, 2018-19, and 2019-20.
- Employer survey went to supervisors of 2017-18, 2018-19 and 2019-20 completers
- Response rate: Alumni - 19 of 56, 34%; Employer - 24 of 52, 46%
- Response choices:
 - Nearly Always/Always (3)
 - Usually (2)
 - Sometimes (1)
 - Rarely (0)

Alumni Survey

The Learner and Learning

(Data)

Possible range: Possible range: 0—3 *

Alignment to Professional Standards	Survey Item	Elementary Mean	Secondary/K-12 Mean
		N=9	N=10
InTASC St 4 PL 1	I create developmentally appropriate learning experiences.	2.67	2.30
InTASC St 4 PL 2	I use my understanding of learners' commonalities and differences to design learning experiences that include all learners.	2.33	1.90
InTASC St 5 PL 1	I maintain a positive learning climate marked by respect and responsibility.	2.33	3.00
InTASC St 5 PL 2	I maintain awareness of the extent to which all learners are actively engaged.	2.11	2.40

*Rating choices and possible range: Rarely (0), Sometimes (1), Usually (2), Nearly Always/Always (3)

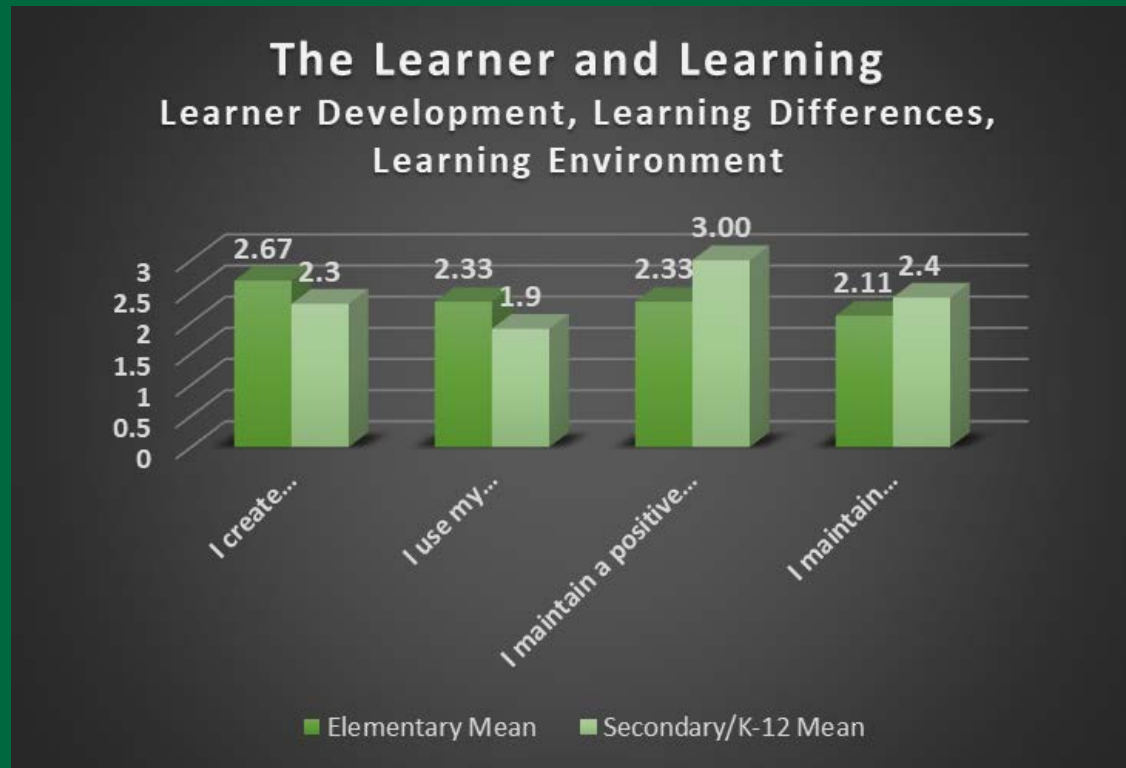
Abbreviations: St = InTASC standard; PL = Progression Level

Source: 2021 Alumni Survey, completers of 2017-18, 2018-19, 2019-20 combined.

Alumni Survey

The Learner and Learning

(Graphic)



Alumni Survey

Content Knowledge and Application of Content

(Data)

Possible range: 0—3 *

Alignment to Professional Standards	Survey Item	Elementary Mean	Secondary/K-12 Mean
		N=9	N=10
InTASC St 1&2, PL 1	I understand the central concepts of the discipline(s) that I teach.	2.67	2.50
InTASC St 1&2, PL 2	I create learning experiences that make the discipline accessible for learners.	2.67	2.30
InTASC S 3, PL 1	I connect concepts to real problems and issues that students find meaningful.	2.33	2.20
InTASC St 3 PL 2	I engage learners in critical thinking and communication to address authentic issues.	2.33	2.10

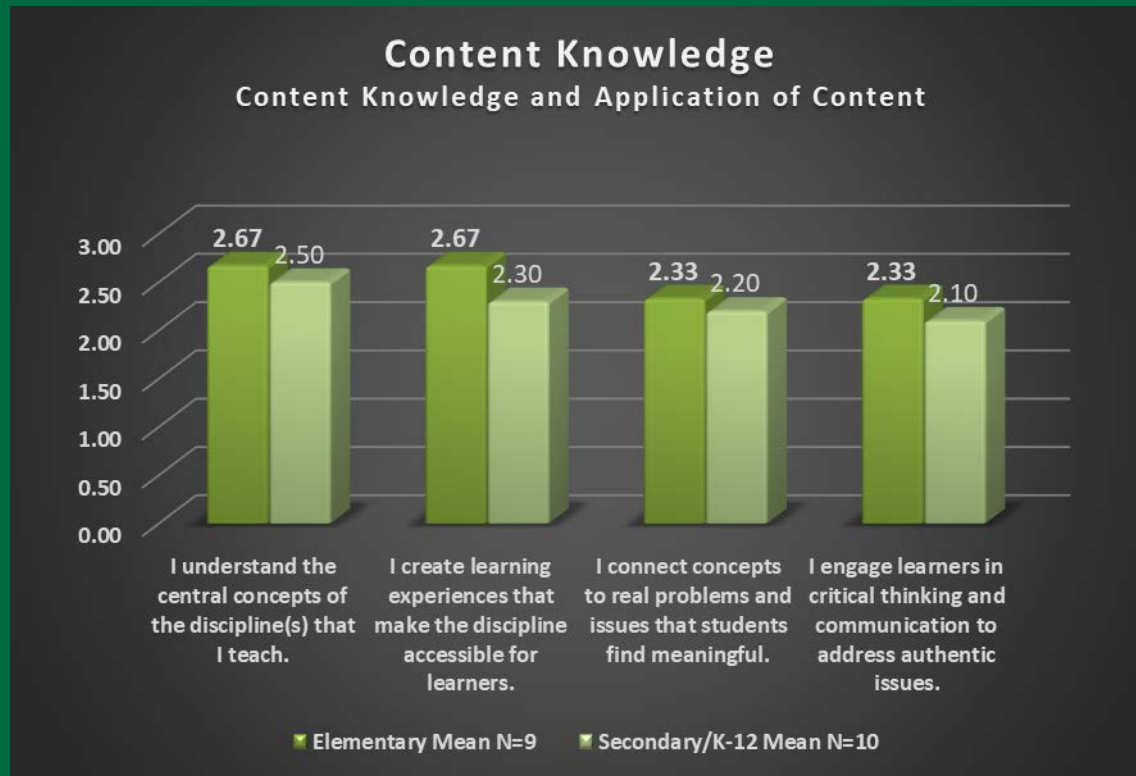
*Rating choices and possible range: Rarely (0), Sometimes (1), Usually (2), Nearly Always/Always (3)

Abbreviations: St = InTASC standard; PL = Progression Level

Source: 2021 Alumni Survey, completers of 2017-18, 2018-19, 2019-20 combined.

Alumni Survey

Content Knowledge and Application of Content (Graphic)



Alumni Survey

Instructional Practice

Assessment, Planning for Instruction, Instructional Strategies

(Data)

Possible range: 0—3 *

Alignment to Professional Standards	Survey Item	Elementary Mean	Secondary/K-12 Mean
		N=9	N=10
InTASC St 6 PL 1	I use multiple methods of assessment to support learner progress.	2.11	2.40
InTASC St 7 PL 1 2	I use formal and informal assessment to monitor the extent to which my students are learning what I teach.	2.33	2.40
InTASC St 7 PL 2	I consider results of assessments when planning instruction.	1.78	2.10
InTASC St 7 PL 2	I systematically adjust plans to meet each student's learning needs.	2.00	1.80
InTASC St 8 PL 1	I use a variety of instructional strategies to support all students in learning.	2.22	1.90

*Rating choices and possible range: Rarely (0), Sometimes (1), Usually (2), Nearly Always/Always (3)

Abbreviations: St = InTASC standard; PL = Progression Level

Source: 2021 Alumni Survey, completers of 2017-18, 2018-19, 2019-20 combined.

Alumni Survey

Instructional Practice

Assessment, Planning for Instruction, Instructional Strategies (Graphic)



Alumni and Employer Surveys

The Learner and Learning: Alumni (self-reported) and Employers (observed)
(Data)

Possible range: Possible range: 0—3 *

Alignment to Professional Standards	Survey Item	Alumni Mean	Employer Mean
		N=19	N=24
InTASC St 1&2, PL 1	Creates developmentally appropriate learning experiences	2.47	2.63
InTASC St 1&2, PL 2	Uses understanding of learners' commonalities and differences to design learning experiences that include all learners	2.11	2.33
InTASC S 3, PL 1	Maintains a positive learning climate marked by respect and responsibility	2.68	2.74
InTASC St 3 PL 2	Maintains awareness of the extent to which all learners are actively engaged.	2.26	2.33

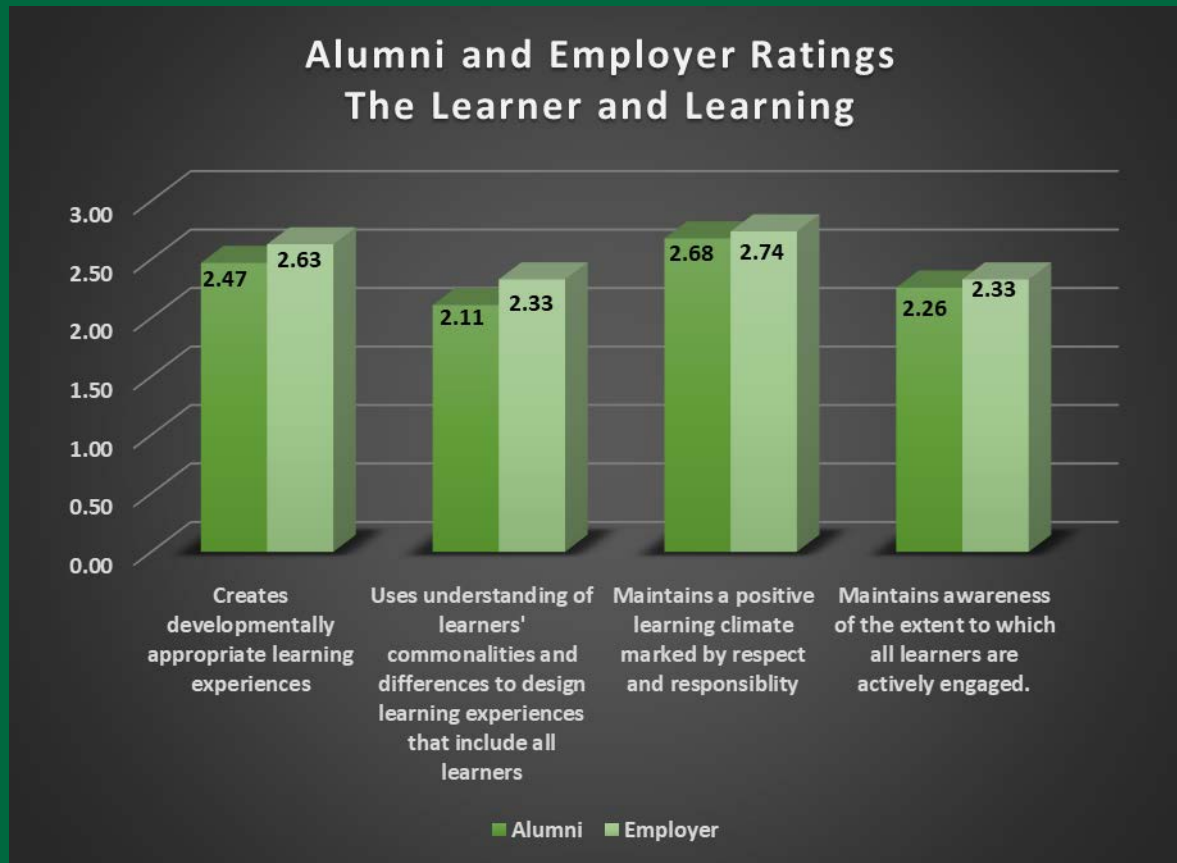
*Rating choices and possible range: Rarely (0), Sometimes (1), Usually (2), Nearly Always/Always (3)

Abbreviations: St = InTASC standard; PL = Progression Level

Source: 2021 Alumni and Employer Surveys, completers of 2017-18, 2018-19, 2019-20 combined.

Alumni and Employer Surveys

The Learner and Learning: Alumni (self-reported) and Employers (observed)
(Graphic)



Alumni and Employer Surveys

Content Knowledge & Application: Alumni (self-reported) and Employers (observed)
(Data)

Possible range: 0—3 *

Alignment to Professional Standards	Survey Item	Alumni Mean	Employer Mean
		N=19	N=24
InTASC St 4 PL 1	Understands the central concepts of the discipline(s) taught	2.58	2.67
InTASC St 4 PL 2	Creates learning experiences that make the discipline accessible for learners.	2.47	2.58
InTASC St 5 PL 1	Connects concepts to real problems and issues that students find meaningful.	2.26	2.27
InTASC St 5 PL 2	Engages learners in critical thinking and communication to address authentic issues.	2.21	2.26

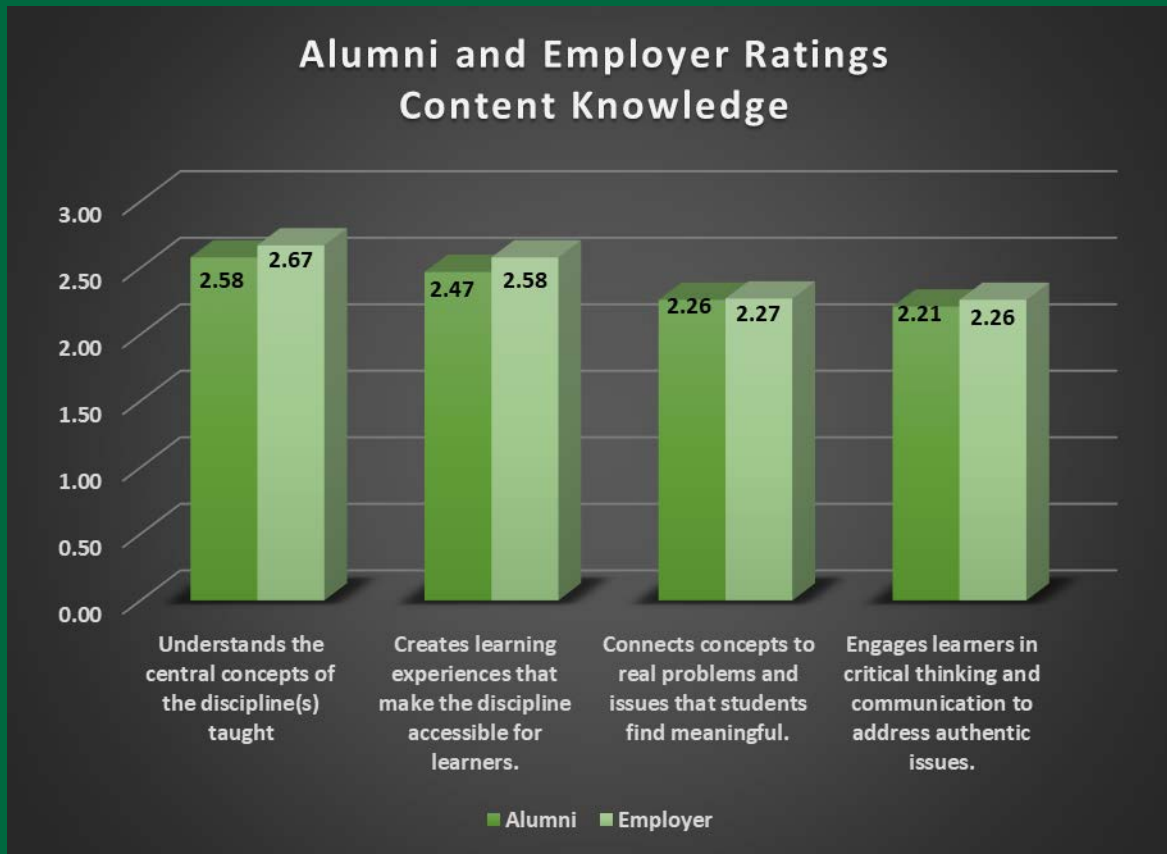
*Rating choices and possible range: Rarely (0), Sometimes (1), Usually (2), Nearly Always/Always (3)

Abbreviations: St = InTASC standard; PL = Progression Level

Source: 2021 Alumni and Employer Surveys, completers of 2017-18, 2018-19, 2019-20 combined.

Alumni and Employer Surveys

Content Knowledge & Application: Alumni (self-reported) and Employers (observed)
(Graphic)



Alumni and Employer Surveys

Instruction and Assessment: Alumni (self-reported) and Employers (observed)
(Data)
Possible range: 0—3*

Alignment to Professional Standards	Survey Item	Alumni Mean	Employer Mean
		N=19	N=24
InTASC St 6 PL 1	Uses multiple methods of assessment to support learner progress.	2.26	2.04
InTASC St 7 PL 2	Considers results of assessments when planning instruction.	1.95	2.26
InTASC St 7 PL 2	Systematically adjusts plans to meet each student's learning needs.	1.89	2.30
InTASC St 8 PL 1	Uses a variety of instructional strategies to support all students in learning.	2.05	2.38

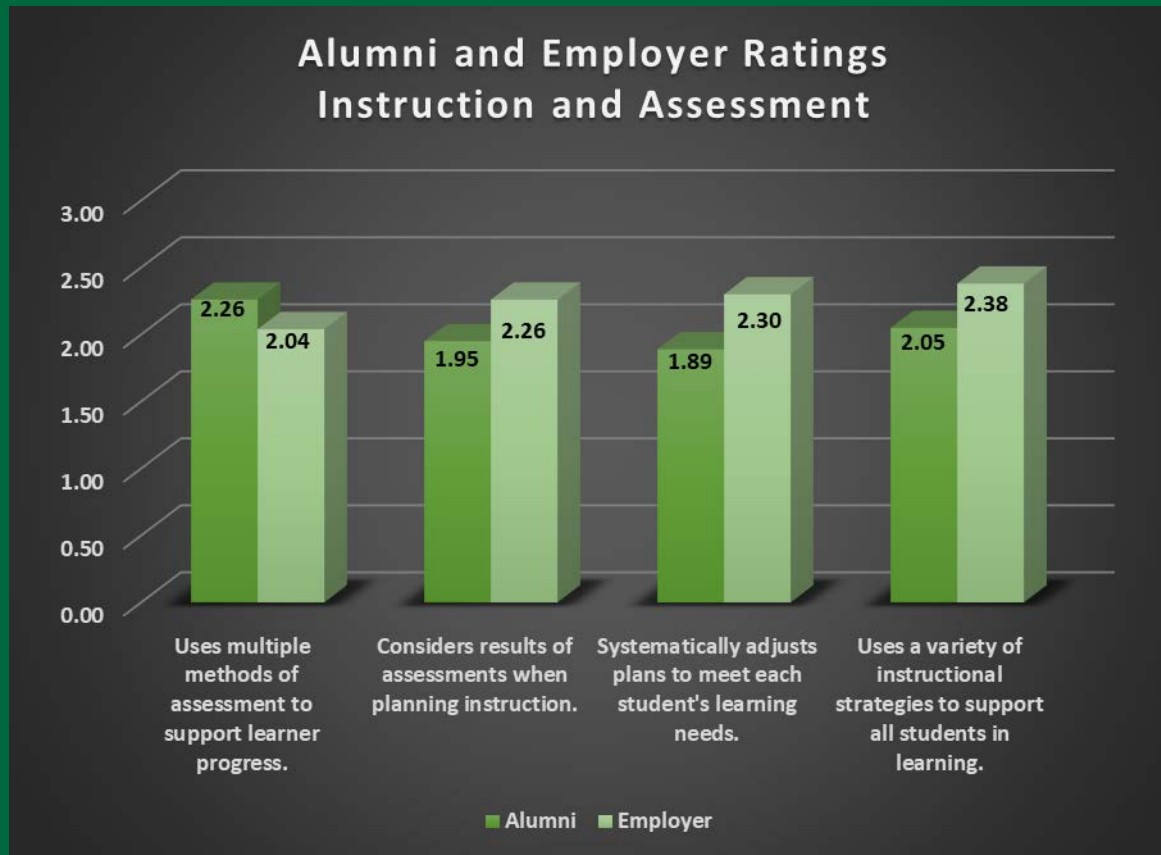
*Rating choices and possible range: Rarely (0), Sometimes (1), Usually (2), Nearly Always/Always (3)

Abbreviations: St = InTASC standard; PL = Progression Level

Source: 2021 Alumni and Employer Surveys, completers of 2017-18, 2018-19, 2019-20 combined.

Alumni and Employer Surveys

Instruction and Assessment: Alumni (self-reported) and Employers (observed)
(Graphic)



Employer Survey

Additional Items on Content and Inclusiveness

(Data)

Possible range: 0 – 3*

Alignment to Professional Standards	Employer Survey Item	Employer Mean
		N=24
InTASC St 8 PL 2	The teacher encourages learners to develop deep understanding of content areas.	2.52
InTASC St 8 PL 2	The teacher applies content knowledge in meaningful ways.	2.30
InTASC St 6 PL 3	The teacher minimizes bias in assessments, allowing learners to display the full extent of their learning.	2.36
InTASC St 7 PL 1	The teacher creates learning experiences that support learners in reaching goals.	2.58

*Rating choices and possible range: Rarely (0), Sometimes (1), Usually (2), Nearly Always/Always (3)

Abbreviations: St = InTASC standard; PL = Progression Level

Source: 2021 Employer Survey, completers of 2017-18, 2018-19, 2019-20 combined.

Employer Survey

Application of Content, Inclusiveness
(Graphic)



Employer Survey

Dispositions

(Data)

Possible range: 0– 3*

Alignment to Professional Standards	Employer Survey Item	Employer Mean
		N=24
InTASC St 9 (indirectly PL 3)	The teacher demonstrates courtesy, respect, and positive regard for all students, for colleagues, and for families.	2.87
InTASC St 9 PL 2	The teacher evaluates the effects of his/her decisions on others.	2.62
InTASC St 9 PL 2	The teacher adapts professional practices to better meet learners' needs.	2.57
InTASC St 9 PL 3	The teacher practices the profession in an ethical manner.	2.83

*Rating choices and possible range: Rarely (0), Sometimes (1), Usually (2), Nearly Always/Always (3)

Abbreviations: St = InTASC standard; PL = Progression Level

Source: 2021 Employer Survey, completers of 2017-18, 2018-19, 2019-20 combined.

Employer Survey Dispositions (Graphic)



Accountability Measure 2

(AM 2 - CAEP R4.2, R5.3)

(2) Employers are satisfied with completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families. External partners are involved in program design, evaluation, and continuous improvement.

Retention in Position First Employed, Employer Survey Response, and Partner Involvement

Retention

Past Three Completer Cohorts' Status at April 2021
(Data)

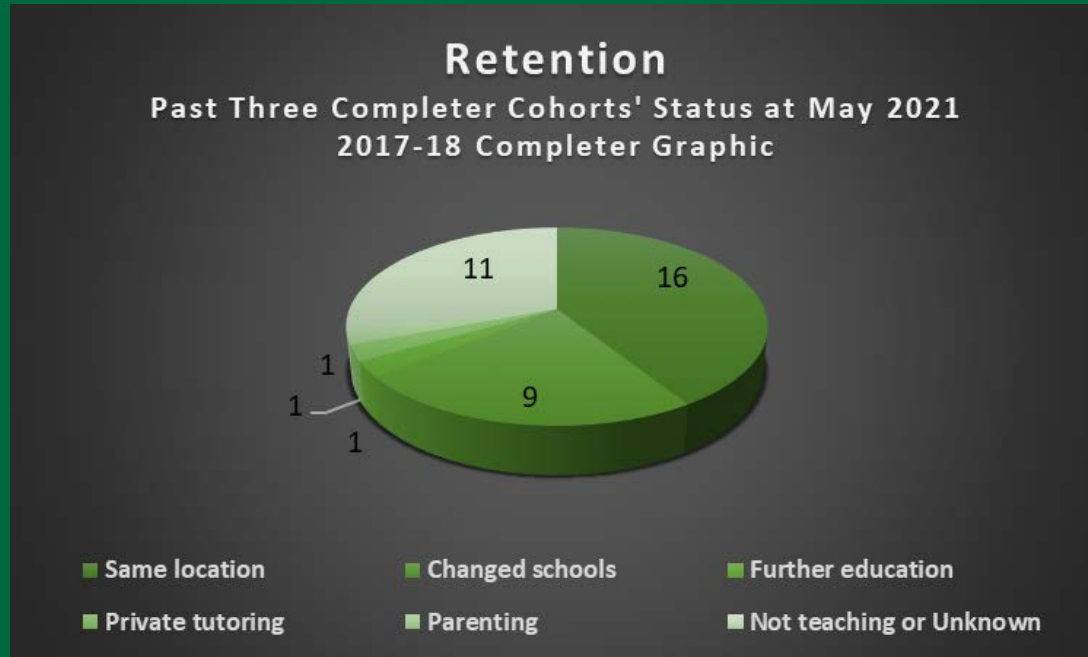
Last Three Years' Completer Cohorts by Status at April 2021

	17-18 Cptrs	18-19 Cptrs	19-20 Cptrs
Same location	16	16	15
Changed schools	9	2	--
Further education (M.S. School Counseling)	1	--	--
Private tutoring	1	1	2
Parenting	1	1	--
Not teaching or Unknown	11	15	--
Total	39	35	17

Source: SEP Assessment System records

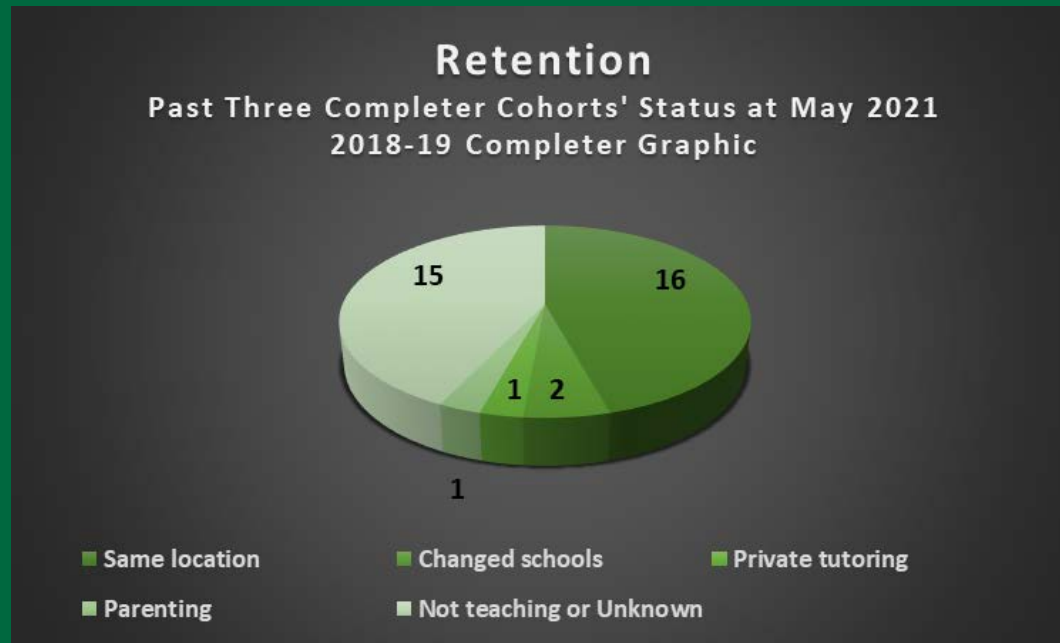
Retention

Past Three Completer Cohorts' Status at May 2021
2017-18 Completer Graphic



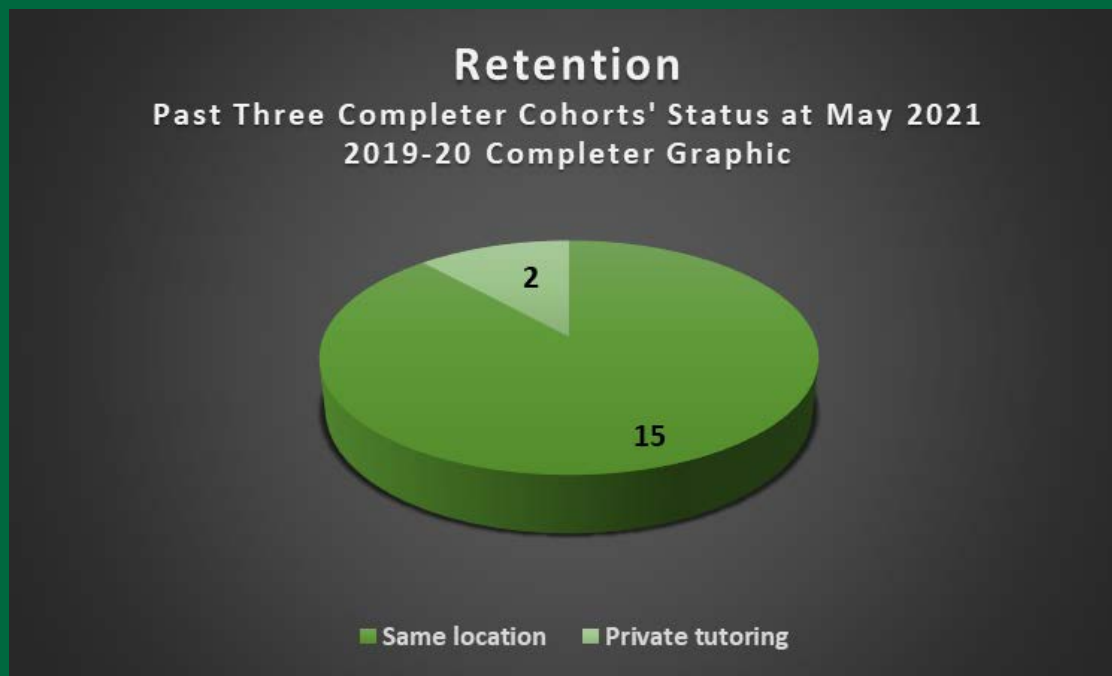
Retention

Past Three Completer Cohorts' Status at May 2021
2018-19 Completer Graphic



Retention

Past Three Completer Cohorts' Status at May 2021
2019-20 Completer Graphic



Employer Satisfaction

As Indicated by Retention

Completers Remaining in School First Hired

Completers Staying in School First Hired by Year Out

Completer Cohort	Years Out	Tracked and Teaching	At School First Hired	Percent at School First Hired
2019-20	1	15	15	100%
2018-19	2	18	16	89%
2017-18	3	25	15	60%

Notes:

- (1) The analysis here adjusts for those continuing their education or out for parenting, or who cannot be tracked, by referencing the calculation on those completers who are known to be actively teaching.
- (2) Although retention at first location hired is a point of interest, a change of schools does not in itself carry a negative connotation. December graduates sometimes take a term assignment that is by nature temporary. Other graduates choose to work internationally for a time with intent to return to the States.

Source: SEP Assessment Office Records

Employer Survey of 2021

Survey went to employers (supervisors) of 2017-18, 2018-19, and 2019-20 completers.

Response rate: 24 of 52, 46%

Employers were asked the following question:

“To what extent do you perceive that this teacher’s educator preparation was sufficient for the job responsibilities?”

Response options:

- Preparation appears to have been highly sufficient
- Preparation appears to have been adequately sufficient
- Preparation appears to have been minimally sufficient
- Preparation appears to have been insufficient

Response data frequencies and means are shared on next two slides.

Employer Satisfaction as Indicated in 2021 Survey

“To what extent do you perceive that this teacher’s educator preparation was sufficient for the job responsibilities?”

Frequencies

Completer Cohorts	Years out from completion	# of Responses	Preparation appears to have been highly sufficient	Preparation appears to have been adequately sufficient	Preparation appears to have been minimally sufficient	Preparation appears to have been insufficient
			<i>Response Frequencies</i>			
2017-18	3rd year out	10	4	5	1	0
2018-19	2nd year out	7	1	5	1	0
2019-20	1st year out	7	2	5	0	0
All 2017-2020	Total	24	7	15	2	0
	Percentages	100%	29%	63%	8%	0%

- A total of 92% employer responses indicated preparation was perceived as adequately or highly sufficient.

Employer Satisfaction as Indicated in 2021 Survey

“To what extent do you perceive that this teacher’s educator preparation was sufficient for the job responsibilities?”

Means

Possible response range 0 - 3*

Filter	Response N	Response Mean
Completers 1 year out	7	2.29
Completers 2 years out	7	2.00
Completers 3 years out	10	2.30
Teaching level: Elementary	11	2.09
Teaching level: Secondary & K-12	13	2.31
Public schools	5	2.40
Private schools	19	2.16
Overall: all completers, levels, subjects, schools	24	2.21

*Response choices: Preparation appears to have been (0) Insufficient, (1) minimally sufficient, (2) adequately sufficient, (3) highly sufficient . Possible response range is 0.00 – 3.00.

Source: 2021 Employer Survey, SEP Assessment System

Employer Survey of 2021

Survey went to employers (supervisors) of 2017-18, 2018-19, and 2019-20 completers.

Response rate: 24 of 52, 46%

Employers were asked the following question:

“What is your level of satisfaction with this teacher’s preparation to work with diverse P-12 students and their families?”

Response options:

- Very pleased; would like to see more teachers who are this effective in working with diverse P-12 students and their families
- Adequately, consistently satisfied
- Fairly well satisfied some of the time
- Not pleased

Response data frequencies and means are shared on next two slides.

Employer Satisfaction as Indicated in 2021 Survey

“What is your level of satisfaction with this teacher’s preparation to work with diverse P-12 students and their families?”

Frequencies / Response rate 46%

Completer Cohorts	Years out from completion	# of Responses	Very pleased, would like to see more . . .	Adequately, consistently satisfied	Fairly well satisfied some of the time	Not pleased
			<i>Response Frequencies</i>			
2017-18	3rd year out	10	4	5	0	1
2018-19	2nd year out	7	1	5	1	0
2019-20	1st year out	7	5	1	1	0
All 2017-2020	Total	24	10	11	2	1
	Percentages	100%	42%	46%	8%	4%

- A total of 88% indicated very pleased or adequately, consistently satisfied.

Source: 2021 Employer Survey, SEP Assessment System

Employer Satisfaction As Indicated in Employer Survey

Employer Overall Satisfaction with Educator Preparation of Completers

"What is your level of satisfaction with the teacher's preparation to work with diverse P-12 students and their families?"

Possible response range 0 - 3*

Filter	Response N	Response Mean
Completers 1 year out	7	2.57
Completers 2 years out	7	2.00
Completers 3 years out	10	2.20
Teaching level: Elementary	11	2.18
Teaching level: Secondary, Middle, & K-12	13	2.31
Public schools	5	2.40
Private schools	19	2.21
Overall: all completers, levels, subjects, schools	24	2.25

*Response choices: Not pleased (0), Fairly well (1), Consistently/Adequately (2), Very pleased (3)

Source: 2021 Employer Survey, SEP Assessment System

- Means are relatively stable and are at or above 2.00 (adequate) across the various filters.
- The mean for 2019-20 completers is higher than those of the previous two year completer cohorts.

Partner Involvement

Key partners:

- Hamilton County Schools
- Southern Union Conference Office of Education

Elements of partnership:

- Memorandums of Understanding and Partnership Agreements
- Purposeful meetings featuring data-sharing and feedback on teaching alumni
- Curricular adjustments referenced on alumni performance
- Co-planning of placements
- Collaboration on development of clinical observation instruments
- Shared teaching – partners co-teach in selected EPP courses
- Periodic assessments of partnership effectiveness

Accountability Measure 3

(AM 3 – CAEP R3.3)

Competency of Completers

- (3) Candidates at completion meet program expectations and are ready to be recommended for licensure.

2020-2021 Candidates Meeting Licensure Requirements

Completers of 2020-2021	
Number of Completers	24
# passed within 2 attempts*	24
GPA average for cohort at completion (minimum required is 2.75)	3.65
Number eligible for licensure	24

*EdTPA fall 2020 and Praxis II winter 2021. The state allowed waiver of edTPA with substitution of Praxis II Principles of Learning and Teaching for the winter 2021 completers.

Licensure Rate

Candidates are expected to meet requirements for licensing in the State of Tennessee.

Cohort	Completed	Met Tennessee Licensure Requirements
Completers of 2016-17	30	30
Completers of 2017-18	39	39
Completers of 2018-19	35	35
Completers of 2019-20	17	17
Completers of 2020-21	24	24
5-year Total	145	145
145/145 = 100% met Tennessee licensure requirements		

Accountability Measure 4

(AM 4)

Ability to be hired

(4) Completers will be hired in education positions for which they have prepared.

Initial Placement Completers of 2017-18

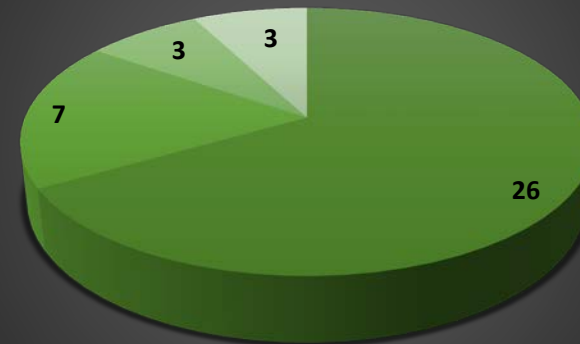
Initial Placement -- 2017-18 Completers

	#	%
Private schools	26	67%
Public schools	7	18%
Continuing education	3	8%
Other	3	8%
Total	39	100%

Other: homemaker, non-teaching position in private school, exploring options

Source: SEP Assessment System

Initial Placement of 2017-18 Completers



■ Private schools ■ Public schools ■ Continuing education ■ Other

Initial Placement Completers of 2018-19

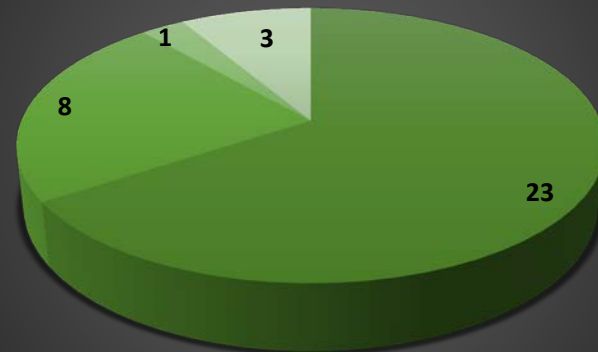
Initial Placement -- 2018-19 Completers

	#	%
Private schools	23	66%
Public schools	8	23%
Continuing education	1	3%
Other	3	9%
Total	35	100%

Other: parenting, mission service in secondary content area, unknown

Source: SEP Assessment System

Initial Placement of 2018-19 Completers



■ Private schools ■ Public schools ■ Continuing education ■ Other

Initial Placement Completers of 2019-20

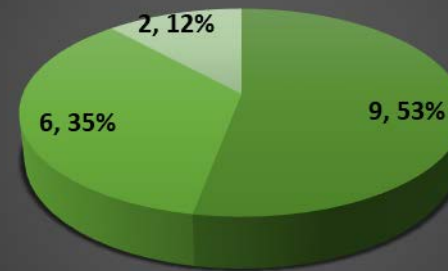
Initial Placement – 2019-20 Completers

	#	%
Private schools	9	53%
Public schools	6	35%
Other	2	12%
Total	17	100%

Other: Private tutoring

Source: SEP Assessment System

Initial Placement of 2019-20
Completers



■ Private schools ■ Public schools ■ Other

Initial Placement Completers of 2020-21

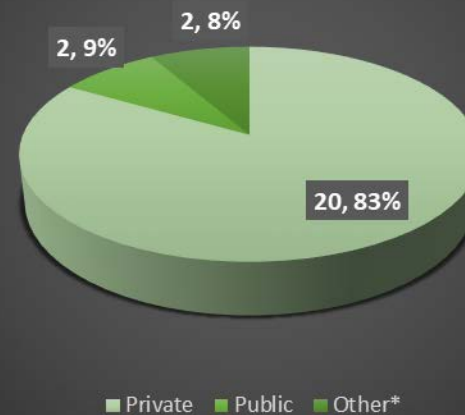
Initial Placement – 2020-21 Completers

	#	%
Private schools	20	83%
Public schools	2	8.5%
Other	2	8.5%
Total		

Other: Furthering education

Source: SEP Assessment System

Initial Placement of 2020-21 Completers



Sources

- Alumni and employer surveys, data on placement and persistence: School of Education and Psychology Assessment System
- Licensure rates: State DOE certification liaison, School of Education and Psychology
- InTASC: Interstate Teacher Assessment and Support Consortium. See https://ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf⁴⁶

Compiled by:

School of Education and Psychology Assessment
System Office

Phone: 423.236.2846

Email: haydene@southern.edu