

EPP Completer's School Evaluation Analysis Report Spring 2022

Introduction

To help our EPP investigate program completers' effectiveness and impact, we collaborated with a local School Administrative Unit (SAU), in which we have a partnership, to collect school evaluation of completers from our programs who are currently teaching in the licensure area they were prepared for at Keene State College.

Completers Characteristics

When the current teachers in the School Administrative Unit were reviewed for completers of our program who were currently teaching in the areas that they were prepared and who graduated in the past 20 years (expanding the timeframe to increase the "n"), the following was discovered:

- 28 in Elementary Education
- 28 in Secondary Education (English, Math, Social Studies, Science, Modern Language)
- 8 in K-12 (Music, PE)
- 7 in Special Education Graduate Program

After identifying potential completers, the SAU sent emails requesting consent to share their school evaluations with KSC to be used as one piece to demonstrate their effectiveness and impact. They were notified that identifying information would not be shared. The data and analysis below is based on the respondents who agreed to share their evaluations. This includes:

- 16 in Elementary Education
- 20 in Secondary Education

Methodology:

The first data collection included using the Danielson Framework (see below) to capture how the completers were evaluated in each domain by their building administrator. This gives a higher level overview. Next, the narratives that were provided for each completer on each of the domains and the overall performance were analyzed for themes. The themes for each domain and overall performance are below for the elementary group and the secondary group.

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy 1b Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage 1c Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 1d Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students 1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 1f Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning	DOMAIN 2: The Classroom Environment 2a Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students 2b Establishing a Culture for Learning • Importance of content • Expectations for learning and achievement • Student pride in work 2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals 2d Managing Student Behavior • Expectations • Monitoring behavior • Response to misbehavior 2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources
DOMAIN 4: Professional Responsibilities 4a Reflecting on Teaching • Accuracy • Use in future teaching 4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records 4c Communicating with Families • About instructional program • About individual students • Engagement of families in instructional program 4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school 4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession 4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations	DOMAIN 3: Instruction 3a Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language 3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation 3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing 3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring 3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence

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Data Collection - Elementary:

Quantitative Data:

As you can see below, the data includes 16 completers from our Elementary Education program who are currently teaching in the area of licensure and graduated in the last 20 years. Completers were observed and evaluated by a building administrator who then ranked each domain of the framework and then ranked their overall performance. The domain that had the highest number of “Highly Effective” was also the category that had the only “Needs Improvement”, Instruction. The overall level of performance is equally split between “Highly Effective” and “Effective”. These evaluations demonstrate that our completers are effective or highly effective in their planning and preparation, classroom environment, instruction, and professional responsibilities.

Elementary Completers	Grad Year	Grade Teaching	Domain I: Planning & Preparation	Domain II: Classroom Environment	Domain III: Instruction	Domain IV: Professional Responsibilities	Overall Level of Performance
1	2007	K	Highly Effective	Highly Effective	Highly Effective	Highly Effective	Highly Effective
2	2003	3/4	Effective	Highly Effective	Effective	Highly Effective	Effective
3	2010	5	Effective	Effective	Effective	Effective	Effective

4	2010	4	Highly Effective	Effective	Highly Effective	Effective	Highly Effective
5	2010	3	Highly Effective	Highly Effective	Highly Effective	Effective	Highly Effective
6	2011	4	Effective	Effective	Effective	Effective	Effective
7	2000	4	Effective	Effective	Need Improvement	Effective	Effective
8	2007	1	Effective	Effective	Highly Effective	Effective	Effective
9	2007	K/1	Effective	Highly Effective	Highly Effective	Effective	Highly Effective
10	2006	4	Effective	Highly Effective	Highly Effective	Highly Effective	Highly Effective
11	2007	3	Highly Effective	Highly Effective	Highly Effective	Highly Effective	Highly Effective
12	2015	5/6	Effective	Highly Effective	Effective	Highly Effective	Effective
13	2005	3	Highly Effective	Highly Effective	Highly Effective	Highly Effective	Highly Effective
14	2008	4	Effective	Highly Effective	Highly Effective	Effective	Highly Effective
15	2010	4	Highly Effective	Effective	Highly Effective	Effective	Effective
16	2004	2	Effective	Effective	Effective	Highly Effective	Effective

Qualitative Analysis:

- **Domain 1: Planning and Preparation**

There were several themes that emerged from the evaluations of our completers. Evaluators noted teachers' knowledge of students, content, and curriculum and how this plays a role in their lesson planning. Teachers collaborate with colleagues and teams to discuss student needs, best practices, assessment data, assessment practices, curriculum, and plan and then work to implement these items in their classroom practice. Completers work with staff members that support students in special education by planning ahead, differentiation, and communication. Teachers build relationships with their students and their families and then use this knowledge in their planning, their communications, and when advocating for the students in meetings. Teachers design differentiated lessons that support the academic and social/behavioral needs of the students. Some evaluations shared comments encouraging teachers to continue to grow in the areas of providing students choice opportunities, of continuing to learn more about literacy and assessment, of continuing to learn strategies to use in the classroom, and aligning assessment measures that match learning outcomes and move away from a focus on grades.

- **Domain 2: Classroom Environment**

Evaluators noted how teachers effectively use classroom strategies (Responsive Classroom, Developmental Designs, Class Dojo), how teachers manage their procedures, space, and time, how teachers set clear and consistent classroom expectations, and how teachers create a classroom culture that is respectful and decreases student behaviors. Teachers build relationships with their students/families and have built a culture of learning through respect and rapport. Teachers set up their classroom spaces to increase learning through defined

learning spaces with desks, small group areas, and floor space and materials that are organized and easily accessible.

- **Domain 3: Instruction**

In the area of instruction, several themes emerged from the review. Two areas to note are how the teachers are flexible and responsive to student needs and to school-wide initiatives and how the teachers use formative assessment data in both lesson planning and to make in the moment shifts in the lesson to meet student needs. Teachers communicate clearly and concisely, articulate learning outcomes and targets, scaffold and pace the lessons based on student need and formative assessments, encourage students to share, discuss, and ask questions, provide a variety of group options in lessons resulting in students being highly engaged in their learning activities. Teachers consultation and collaboration with special education staff when lesson planning and teaching the lesson. The needs improvement is centered on the teacher encouraged to get professional development that would focus on working backward from assessment to instruction back to setting learning outcomes including developing a toolbox of formative assessment strategies.

- **Domain 4: Professional Responsibilities**

Evaluators noted how the completers are reflective of their teaching and are active in professional development. Teachers demonstrated how they implement what they have learned to continue to grow and develop as teachers and to meet the needs of all their students cognitively, socially, and behaviorally. Teachers go beyond the classroom to support students, families, and the school through clubs, activities, and committees. Teachers also collaborate and participate in various committees, teams, and workshops that focus on students, curriculum, and pedagogy. Communication with families and keeping accurate records are highlighted in the evaluations.

Data Collection - Secondary:

Quantitative Data:

As you can see below, the data includes 20 completers from our Secondary Education program who are currently teaching in the area of licensure and graduated in the last 20 years. The district had completers of our secondary education from our Social Studies, Science, Math, and English. Completers were observed and evaluated by a building administrator who then ranked each domain of the framework and then ranked their overall performance. The domain that had the second highest number of “Highly Effective” was also the category that had the only “Needs Improvement”, Classroom Environment. These evaluations demonstrate that our completers are mainly effective in their planning and preparation, classroom environment, instruction, and professional responsibilities with professional responsibilities receiving the most “Highly Effective”.

Secondary Completers	Grad Year	Level/ Content	Domain I: Planning & Preparation	Domain II: Classroom Environment	Domain III: Instruction	Domain IV: Professional Responsibilities	Overall Level of Performance
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1	2002	HS/Social Studies	Effective	Effective	Effective	Effective	Effective
2	2019	HS/Social Studies	Effective	Effective	Effective	Effective	Effective
3	2020	MS/Social Studies	Effective	Effective	Effective	Effective	Effective
4	2010	MS/Social Studies	Effective	Effective	Effective	Effective	Effective
5	2007	HS/Social Studies	Effective	Effective	Highly Effective	Effective	Effective
6	2020	MS/Science	Effective	Effective	Effective	Effective	Effective
7	2016	MS/Science	Effective	Highly Effective	Effective	Effective	Effective
8	2012	HS/Science	Effective	Effective	Effective	Highly Effective	Effective
9	2000	MS/Math	Effective	Effective	Effective	Effective	Effective
10	2002	HS/Math	Effective	Effective	Effective	Effective	Effective
11	2007	HS/Math	Effective	Effective	Effective	Highly Effective	Effective
12	2007	HS/Math	Effective	Highly Effective	Effective	Highly Effective	Highly Effective
13	2007	MS/English	Effective	Highly Effective	Effective	Effective	Effective
14	2009	HS/English	Effective	Effective	Effective	Effective	Effective
15	2005	MS/Social Studies	Highly Effective	Effective	Highly Effective	Highly Effective	Highly Effective
16	2005	HS/Social Studies	Highly Effective	Effective	Highly Effective	Effective	Effective
17	2014	HS/Social Studies	Highly Effective	Effective	Effective	Highly Effective	Effective
18	2021	HS/Science	Effective	Need Improvement	Effective	Effective	Effective
19	2002	HS/Social Studies	Effective	Effective	Effective	Effective	Effective
20	2019	MS/Math	Effective	Highly Effective	Highly Effective	Effective	Highly Effective

Qualitative Analysis:

- Domain 1: Planning and Preparation

There were several themes that emerged consistently across the evaluations. The evaluations highlighted that teachers having clear outcomes and learning objectives that are posted and/or reviewed verbally, demonstrated their content knowledge, ability to design lessons and differentiate to meet the needs of all students, ability to design learning activities and create grouping that engages students and take the time to plan and prepare for classes, units, and curriculum. The completers collaborate and participate with colleagues in planning, PLC's and professional development to meet student needs and to revise curriculum, build relationships with their students and use this knowledge in their instructional practice, and design and use

formative assessments to assess student learning and to design lessons. It was noted in a few evaluations for teachers to continue focusing on the outcomes and working on refining assessments.

- Domain 2: Classroom Environment

Themes in this domain mainly centered on teachers' development of relationships, creating classroom procedures that are consistent, clear, and well-managed, creating an environment where students feel safe and ready to learn, modeling and teaching students classroom behavioral expectations and procedures and connecting learning to real life. There were also themes around the physical classroom competitors were doing to note that affect student learning: organization of classroom, managing materials and supplies, flexible classroom spaces allowing for moving desks to meet the needs of the lesson. Two items of improvement were noted. One teacher wants to work on building relationships with students who are reserved and another teacher, who is new to the profession, is working on being consistent with expectations for student behavior that will help with building a culture of learning.

- Domain 3: Instruction

After reviewing the comments on the evaluations, several themes emerged consistently from completers in our program. Teachers demonstrate their skill to prepare lessons through starting with open-ended questions, including an interactive component, scaffolding questions and using higher order questions, connecting learning to real life through examples or assignments, and strive to include all students in discussions and activities that thoroughly engage students in the content and activity. Teachers are flexible and responsive to students' needs and they use feedback and assessments to reflect on their lessons and to plan for the next lesson.

- Domain 4: Professional Responsibilities

In the area of professional responsibilities, it is evident that teachers collaborate and participate in PLC's, department meetings, school meetings, committees, and professional development all to improve their lessons, student learnings, meeting student needs, and gaining skills, knowledge, and pedagogy as a method of continuous development. Professional development includes school wide training, courses, and workshops to develop skills. It was also noted that teachers are open to feedback, are reflecting on their teaching with peers and coaches, communicating and connecting with families, and get involved in school clubs and activities as well as mentor new teachers. Another area that was consistently noted was teachers skills in maintaining accurate records.

Analysis of Data: (This section and Next Steps will be updated after programs review the data during May Professional Development Days)

Elementary:

Secondary:

Next Steps

The next step would be to expand the number of program completers to represent the unit. This would include reaching out to other School Administrative Units to see if they would be willing to participate and to work with us to gather and evaluate this data.

In addition, the unit needs to re-review the student achievement data from completers. Spend time analyzing what the data provided, what data we would like to ask for, and the value it adds to evaluating the effectiveness of our completers. This would be part of our continued work to find what methods are effective at capturing the impact of our completers on their student's cognitive, emotional, and behavioral development.