

# Measures of Teacher Effectiveness

The Avila School of Education believes that teacher effectiveness begins in pre-service teacher preparation and continues into their teaching experience. Three indicators of teacher effectiveness that are available as data points currently are the Pre-Service Teacher Candidate Summative Assessment completed during the final clinical experience, the Missouri administered survey of Principals of First-Year teachers and the Avila administered survey of Principal's of First-Year teachers.

## Pre-Service Teacher Candidate Performance in the P-12 Classroom: One measure of teacher effectiveness

The following table shows a summary of teacher candidate performance on the Missouri Summative Assessment that is utilized to evaluate teacher candidate performance during the Final Clinical Experience (12 week student teaching assignment). The form is completed by the Cooperating Teacher (the classroom host teacher) and the University Supervisor (the faculty mentor who visits the candidate and provides feedback on classroom performance).

In Fall 2018, the Missouri Department of Elementary & Secondary Education, after an extensive validity study, launched a revised version of the Missouri Summative Assessment aligned to the Missouri Standards in a more concise manner. *This evaluation is based upon a scale of 0 to 4, where 0 represents a Knowledge or Performance Gap, 3 represents a Skilled Candidate, and 4 represents an Exceeding Candidate. A score of 4 requires that a candidate met all of the criteria for a 3.0 and additional criterion in the 4.0 category.*

| Based upon the following scale:<br>0=Knowledge/Performance Gap; 1=Emerging Candidate;<br>2=Developing Candidate; 3=Skilled Candidate;<br>4=Exceeding Candidate | Fall 2018 & Spring 2019<br><i>n=39</i> |             | Fall 2019 & Spring 2020<br><i>n=57</i> |             | Fall 2020 & Spring 2021<br><i>n=104</i> |             |
|--|--|-------------|--|-------------|---|-------------|
|  | Average Score Per Indicator            | Score Range | Average Score Per Indicator            | Score Range | Average Score Per Indicator             | Score Range |
| Standard 1: Content knowledge aligned with appropriate instruction.  | 3.5                                    | 3 - 4       | 3.39                                   | 2-4         | 3.43                                    | 2 - 4       |
| Standard 2: Student learning growth and development  | 3.4                                    | 2 - 4       | 3.39                                   | 1-4         | 3.39                                    | 2 - 4       |
| Standard 3: Curriculum implementation  | 3.5                                    | 3 - 4       | 3.46                                   | 3-4         | 3.45                                    | 2 - 4       |
| Standard 4: Critical thinking  | 3.3                                    | 2 - 4       | 3.37                                   | 2-4         | 3.34                                    | 1 - 4       |
| Standard 5: Positive classroom environment   | 3.4                                    | 2 - 4       | 3.39                                   | 3-4         | 3.52                                    | 2 - 4       |
| Standard 6: Effective communication  | 3.4                                    | 2 - 4       | 3.37                                   | 2-4         | 3.49                                    | 2 - 4       |
| Standard 7: Student assessment & data analysis   | 3.4                                    | 2 - 4       | 3.32                                   | 2-4         | 3.35                                    | 1 - 4       |
| Standard 8: Professionalism  | 3.6                                    | 2 - 4       | 3.54                                   | 3-4         | 3.49                                    | 1 - 4       |
| Standard 8: Professional Collaboration   | 3.6                                    | 3 - 4       | 3.54                                   | 3-4         | 3.42                                    | 2 - 4       |

The full MEES Teacher Candidate Assessment Rubric is available as a full document on the Missouri Department of Elementary & Secondary Education at <https://dese.mo.gov/educator-quality/educator-preparation/mees-training>

---

## Principal's Perception of Impact for First-Year Teachers

---

### *Missouri Department of Elementary & Secondary Education – Survey of the Principals of First Year Teachers*

Each Spring a survey is sent from the Missouri Department of Elementary & Secondary Education (through the Office of Social and Economic Data Analysis) to the principal's of first year teachers teaching in Missouri public schools. This data is able to be disaggregated by the educator preparation program, allowing each program to look at their own data set and the statewide data set. The full data set is provided under the document titled "Employer Satisfaction" on the Accreditation and Consumer Information website, however two key questions pertinent to teacher effectiveness are included here. Both questions are rated on a four-point scale where 1=Ineffective, 2=Minimally Effective, 3=Effective, 4=Highly Effective.

- Based upon the performance-based evaluation of this first year teacher, how would you rate his/her impact on upon students?
  - Principals of Avila University Prepared First Year Teachers (2019-2021 administrations) Mean=3.13
  - All Principals of First Year Teachers Statewide (2019-2021 administrations) Mean=3.16
- The following question was added with the 2020 Administration. Based upon the performance based evaluation of this first year teacher, how would you rate his/her ability to achieve the expected level of student growth?
  - Avila level data is not yet available due to n-size of respondents in the first wo years of this question's administration.
  - All Principals of First Year Teachers Statewide (2020-2021 administrations) Mean = 3.14

### *Avila University Administered Survey of the Principals of First Year Teachers*

Each Spring a survey is sent to the Principal's employing Avila prepared first-year teachers. Among many questions relevant to specific aspects of the curriculum, participating principals are asked respond to the following prompt: Please rate this teacher in comparison to other first-year teachers you have supervised. Respondents are provided with the following response options:

- 4=This teacher was BETTER Prepared to manage the daily rigors of teaching than other first-year teachers.
- 3=This teacher was EQUALLY as PREPARED to manage the daily rigors of teaching than other first-year teachers.
- 2=This teacher was LESS PREPARED to manage the daily rigors of teaching than other first-year teachers.
- 1=This teacher was SIGNIFICANTLY LESS PREPARED to manage the daily rigors of teaching than other first-year teachers.

Forty-five principals have responded to this item in the four most recent administrations of this survey (2017-2022). Ninety-six percent (96%) of respondents indicated that Avila University prepared teachers were "BETTER PREPARED" (56%) or "EQUALLY As PREPARED" (40%) as other first-year teachers to meet the daily rigors of teaching.

Additionally, Principal's are also asked to identify if the Avila prepared first-year teacher "Significantly impacts and enhances student learning". Forty-seven principals have responded to this item during this reporting cycle (2017-2022). Ninety-one percent (91%) of respondents indicated that they Strongly Agreed (51%) or Agreed (40%) with this statement.