**Standard 4: PROGRAM IMPACT**

**OVERVIEW**

***The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.***

4.1 Impact on P-12 Student Learning and Development

*The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.*

Program completers are recommended for teacher certification based on results of multiple measures of evaluation at program completion. These measures include a *Teaching Work Sample* project that demonstrates impact on student learning, formative observations of lesson delivery, evaluation by the cooperating teacher, and measure of dispositions upon program completion. Coupled with successful completion of the Praxis content and pedagogy exams, these measures ensure completers are ready to assume full responsibility of a classroom as an employed educator in a school district.

We were pleased to be invited to be a part of the CAEP student survey pilot in 2015-2016. We believe that participating in this pilot will assist us, and CAEP, in obtaining information that will be of significant benefit to EPPs. The use of the Tripod survey should provide us with additional valid and reliable information with which to make informed decisions regarding our program.

In addition, it is anticipated that one of the most widely accepted measures of student learning and development will be standardized test scores. Results of these mandated assessments are centralized in the South Dakota Department of Education (DOE). At this time, the DOE does not have the staff, the financial resources or the technical support needed to supply EPPs with the information anticipated as being needed to demonstrate a completer’s impact on student learning and development. The College of Education (COE) is proposing a pilot program with the SD Department of Education that would facilitate access to the data the state collects and determine how that data would interface with what the COE needs to show a positive and effective impact on P-12 learning. The COE will also use other means to collect information to meet standard 4.1, including using the SD Department of Education’s online teacher database (‘*Teacher 411’)* to track completers who are teaching in the state and then making personal contacts with the building principal to assess completer impact on student learning and development. Both proposals are labor intensive and will require additional financial and human resources.

At this time, the primary data we have to show completer effectiveness stems from the *Teacher Education Employer Survey*. While the information is positive overall, the survey return rate is such that it is difficult to glean useful information for program improvement. Because of the size of our program and the relationships we have with partner schools, it is more likely we receive anecdotal information from area administrators regarding program completers informally than through other means.

In order to raise the return rate on the *Teacher Education Employer Survey,* we will work with the Office of Institutional Effectiveness and Assessment to develop strategies to help us meet our goals. In addition, personal contacts with area administrators may increase the return rate to a level that results in significant data on which to base program changes.

4.2. Indicators of Teaching Effectiveness

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

The Office of Institutional Effectiveness and Assessment (OIEA) surveys all institutional graduates one year after graduating and three years after graduating. The survey includes generic questions that are asked of all graduates, as well as a set of questions related to graduates of specific programs and/or majors. The data tables in the evidence section show the overall combined response rates for program completers was 30%, which was a better return rate than that of the other two colleges at the university; the College of Arts and Sciences had a return rate of 25% and the College of Business and Information Systems had a return rate of 23%.

Questions specific for education program completers mirror the *Conceptual Framework* based on the work of Charlotte Danielson and the InTASC Standards and are the same areas evaluated throughout the teacher preparation program: Knowledge, Planning and Preparation, Instruction and Assessment, Managing the Environment, Technology, and Professionalism. The data reflected in the tables in the evidence section shows completers are able to apply the knowledge, skills and dispositions the preparation program experiences were designed to achieve.

At this time, the *Alumni Survey* and the *Employer Survey* are the only two instruments used to indicate teacher effectiveness, but plans are underway to gather data from other sources to measure effectiveness of graduates.

4.3 Satisfaction of Employers

*The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers’ preparation for their assigned responsibilities in working with P-12 students.*

The COE surveys employers to determine how a completer has functioned in the first year of employment in the areas of Knowledge, Planning and Preparation, Instruction and Assessment, Managing the Environment, Technology, and Professionalism. The six areas are the components of the College of Education *Conceptual Framework* and are based on the work of Charlotte Danielson and the InTASC Standards.

These data are collected anonymously (without reference to a specific program completer or their major), thereby preventing disaggregation of the resulting data. A scoring rubric is utilized on which employers rate the candidate from 1 (Needs Improvement) to a 5 (Exceeds Expectations). Information from the surveys are used by the University, College of Education and faculty to evaluate program effectiveness and in monitoring program development in meeting P-12 school district’s needs and candidate development.

Employers use the Teacher Education Employer Survey to rate the performance of DSU graduates whom they have hired at the end of their first year of employment. This is done by administrators on a voluntary basis. A total of 50 first year teachers spanning the academic years of 2010 – 2013 were included in the data that was summarized in this report. The low numbers of surveys is a consideration when looking at the data. Overall, however, Candidates/graduates from DSU attained ratings between 80.65% (Classroom Management) and 94.18% (Technology). All education candidates take a classroom management course as part of their major. They also take several technology courses and most students graduate with a Technology endorsement or minor.

4.4 Satisfaction of Completers

*The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.*

Alumni Survey data shows completer satisfaction in the areas of technology, diversity, and job related skills. Overall satisfaction with their professional preparation program is very high after one year and slightly lower at the three-year mark. However, the rating still reflects a high level of satisfaction.

To illustrate completer preparedness, of note are the expectations throughout the program. When completers finish the teacher preparation program they are ready to assume full-time responsibilities in their classrooms. Below are some examples of how confidence and skills are developed.

Throughout the teacher preparation program, candidates are given ample opportunity to show their knowledge, skills, and dispositions. They are systematically evaluated as part of a variety of field experiences. Upon completion, graduates indicate (via survey) that they feel prepared to teach. As noted above, graduate survey data supports they are prepared and feel confident to handle the responsibilities of their first teaching positions.

Upon completion, graduates have participated in Level I, II, III, and IV (student teaching) field experiences with evaluations and feedback that enables them to increase skills and address areas of concern or uncertainty. A significant part of the student teaching experience is completing the Teaching Work Sample project that measures impact on K-12 learning and increases confidence in the areas of assessment and working with data to plan daily instruction.

The Teaching Work Sample has been adapted from the Teaching Work Sample model developed at the Western Oregon University. The teacher Work Sample (TWS) was created at Western Oregon University more than 25 years ago as a performance assessment that connects classroom instruction to gains in student performance. It allows teacher preparation programs the capability to document their candidates’ ability to impact student learning through their instruction. The Teaching Work Sample (TWS) is an instructional process and a performance assessment that measures a teacher candidates’ impact on student learning. The TWS began as a strategy to shift from a focus on teaching to a focus on student learning. It allows candidates to provide evidence of effective teaching and documents appropriate curriculum design, instructional delivery, assessment and analysis of K-12 student learning during a unit of instruction. A teaching work sample demonstrates the connection between candidate performance and student learning. The TWS is completed as part of the student teaching experience. It typically consists of approximately 10 lessons carried out over two weeks of instruction. Candidates plan a unit of instruction, pretest, teach, and post test to determine student progress within that instructional period in that unit. They need to demonstrate an ability to conduct both pre- and post-assessment as well as ongoing assessment throughout the unit. Candidates also need to demonstrate the ability to analyze the data gathered, reflect upon the strengths and weakness of the instruction provided and make recommendations for future instruction. Candidates also demonstrate the ability to communicate to parents about the unit and the progress for the whole class as well as for an individual sample student. Once the TWS is completed, the Cooperating Classroom Teacher and University Supervisor review and evaluate the completed TWS submitted by the candidate. Each professional individually rates the TWS using a consistent rubric. Students can be rated as: Below Basic (0); Basic (1); Proficient (2); and Distinguished (3). Scores are averaged and combined score from both professionals is determined. The Cooperating Teachers and University Supervisor rate the TWS in the following areas: Contextual Factors, Goals and Objectives, Lesson Plans, Assessment, Data Analysis and Recommendations, and Summary (written summary by Candidate reflecting on the TWS process as a whole). The College of Education and University Faculty use the data collected about candidate performance on the TWS for a variety of purposes. The University is vested in monitoring candidate progress through their student teaching experience and in seeing evidence that candidates have mastered key constructs before graduating and entering the P-12 school system. The University also highly values its relationship with P-12 professionals and utilizes the TWS as a way for Cooperating Teachers and University Supervisors to work collaboratively in evaluating candidates during the student teaching experience. A general rubric provides guidance in the scoring of each element of the TWS. Additional detail is provided in a rubric that coincides specifically with each of the six elements.

While the TWS does not measure completer preparedness, for now the assumption is made that because of their extensive training, and successful job searches, they consider themselves prepared to handle the responsibilities.

In the future, a yearlong residency program for the student teaching experience will allow candidates further opportunities to hone their skills with a master teacher before going into the classroom.

The College of Education is committed to taking new steps to gather data on completer satisfaction through personal contacts and piloting programs developed within the teacher preparation community.