

CAEP 8

Measure 2 Narrative

IUP will continue the case study approach to component 4.2, (Measure 2), by collecting completer data and completing several case studies per year spread across initial and advanced programming. Ultimately, each program will be reflected in a completed case study before submission of the next self-study report on a cyclical basis.

Additional aggregate completer data was provided by the Human Resources Department of Pittsburgh Public School through the School District University Collaborative (SDUC). IUP is an active member and participant of SDUC. This most-recent performance report collected data from IUP completers between July 2010 and May 2017. Charlotte Danielson's framework served as the tool for the observation rubric measuring teacher's professional performance. IUP's completers scored proficient in twelve of fifteen indicators including 1b, 1c, 1e, 2a, 2b, 2c, 2d, 3a, 3g, 4a, 4b, and 4c. Completers demonstrated a level of basic in the categories of 3b: Using Questioning and Answering Techniques, 3c: Engaging Students in Learning, and 3d: Using Assessment to Inform Instruction. It should be noted that two of these scores were 191 and 197. A score in the 200's represents proficiency. The overall aggregate score for IUP completers was 219. All hires from all schools had an aggregate score of 217 collectively.

Currently, Advanced Programming phase-in plans are in development as well as data collection.

4.2 Completers Effectively Apply Knowledge, Skills, and Dispositions

Observation instruments based on Charlotte Danielson's Framework for Professional Practice demonstrate that IUP completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. According to the Danielson Group website (<https://www.danielsongroup.org/questions-about-the-framework-for-teaching/>), The Framework for Teaching (FFT) is a "valid instrument for defining effective teaching. Several large research studies (the MET project, a study in Chicago) demonstrated its predictive validity; that is, when teachers demonstrate high levels of proficiency on the FFT, their students show greater learning gains than do the students of teachers who perform less well." Twenty-eight completers presented their final observation data from their building supervisors. In 2014-2015, five completers shared their observation data; all were rated as Distinguished or Proficient in all domains. In 2015-2016, nine completers shared their observation data; all of them were rated as Distinguished or Proficient in the four domains. In 2016-2017, nine completers shared their observation data; data illustrated that 100% were rated as Distinguished or Proficient in all domains (See Completers' Observation Data Table).

All of IUP's completers were rated as Distinguished or Proficient and Satisfactory by their employers on all of their final evaluation categories related to observations.

Limitations of these results are that not all completers were able to provide three cycles/years of data. Additionally, the EPP did not disaggregate the data by years' of experience. In the future the observations will be further investigated by years of experience and individual categories of the four Danielson Domains.

See Completers' Observation Data Table