

Measure 2: Indicators of Teaching Effectiveness

The greatest number of our completers obtain work in the Jefferson County Public School system. To understand the teaching effectiveness of our 1st-3rd year completers, we examined data from various sources. For the first cycle, 2017-2018, we collected data from the Kentucky Teacher Internship Program (KTIP) and the New Teacher Survey, both of which evaluated first year teachers. Because KTIP was discontinued in fall of 2018, we spent 2018-2019 creating an observation instrument to pilot in the spring 2020. Due to the COVID 19 pandemic, observation data are not available for cycle 2 (2018-2019). Cycle 3 (2019-2020) reflect results from the Kentucky Impact Survey at the district and school level and employer satisfaction survey data. We examined Kentucky Impact data by components that speak to teaching effectiveness. Because these data are not available for only Bellarmine completers (n<10), we narrowed results by schools with multiple Bellarmine early career teachers.

Cycle 3: 2019-2020

Because observation data were unavailable due to the COVID-19 pandemic, we examined school-level and district-level data collected through the Kentucky Impact Survey and employer feedback on early completer implementation of InTASC standards. Both data sources are discussed below.

We examined the Kentucky Impact Survey for two components: Educating all Students and Managing Student Behavior. The data below reflect comparisons between district level data and one elementary school where 4 of our early career educators teach. The number of early career educators at this school presents as a single case through which we can consider the effectiveness of our early completers. Survey responses include teachers, principals, assistant principals, and other school professionals.

Kentucky Impact Survey

Survey Component	District Data: educators < 4 years	Elementary School Data: educators < 4 years
<i>Educating all Students</i>	76% favorable	74% favorable
<u>Item:</u> How often do teachers use assessment data to inform their instruction?	82% favorable	86% favorable
<i>Managing Behavior</i>	51% favorable	75% favorable
<u>Item:</u> How respectful is the relationship between teachers and students?	52% favorable	100% favorable

These data provide partial a snapshot of effectiveness for some early completers in a year when other data are unavailable to us. At a school with a notable number of Bellarmine early completers, these data reflect that our early educators may be effective in educating all students and managing behavior.

Employer Survey: InTASC Standards Implementation (this needs to be a link to doc)

Data indicate that employers believe early completers demonstrate proficiency with the InTASC standards through their instructional practices. Highest satisfaction items include 100% of employers agreeing completers seek leadership roles and engage in impactful professional development opportunities. Just over 85% of employers agree completers implement rigorous instruction, use multiple learning strategies, employ diverse perspectives, support collaborative learning, implement meaningful learning experiences, and build inclusive environments. Just over 70% of employers agree completers implement individualized and developmentally appropriate learning experiences, and over 57% believe completers use multiple assessment methods. Overall, employers find early completers to be effective classroom teachers.

Cycle 2: 2018-2019

KTIP data and New Teacher Survey data were no longer available for the 2018-2019. The Kentucky Teacher Internship Program was suspended by the state and the New Teacher Survey was not administered. The EPP spent this year developing an observation tool. The plan was to pilot the instrument in spring of 2020.

Cycle 1: 2017-2018

For the 2017-2018 cycle, we examined first year completer scores in the Kentucky Teacher Internship Program (KTIP) and principal responses to the New Teacher Survey conducted by the Education Professional Standards Board. Data from both instruments are presented below.

KTIP includes a focused collection of evidence provided by the intern (first year) teacher that clearly demonstrates performance on the components of the Kentucky Framework for Teaching. The purpose is to support beginning teachers in their development and to focus this support through a process that meets the InTASC standards. The KTIP requirement is a score of Developing (2) by the time the first-year teacher completes the third and final cycle of the KTIP program. In 2017-2018, our completers averaged at or above Accomplished in all four domains. We have purposely aligned our central observation instrument, the Candidate Performance Review (CPR) used in the Professional Semester, with the KTIP framework and believe that our completers' KTIP performance is an indication of this instrument's value.

KTIP Data

2017-2018	<i>Cycle 1</i>	<i>Cycle 2</i>	<i>Cycle 3</i>
Planning & Preparation	2.39	2.76	3.07
Classroom Environment	2.48	2.94	3.07
Instruction	2.29	2.76	3.03
Professional Responsibilities	2.38	2.94	3.09

Legend: 1-Ineffective, 2-Developing, 3-Accomplished, 4-Exemplary

The New Teacher Survey assessed effectiveness on a scale of 1-10 (1 being least effective) through principal responses to questions about the following topics: working with parents, designing instruction, developing/administering assessments, utilizing standards, and managing time. Bellarmine new teachers performed at or above state-level means with 87.6% of completers earning a 7 or higher in overall effectiveness while 81.9% of state-level completers earning a 7 or higher in overall effectiveness. An overview of these results is displayed below. Specific details for can be found [here](#).

Kentucky EPSB New Teacher Survey (Spring 2018)

