

**CAEP ACCREDITATION ADVISORY COMMITTEE  
SUBMISSION OF ANALYSIS MAY - JUNE 2016**

**Standard 4**

**Analysis of evidence (through comparison, benchmarking, trend interpretation, etc.) that makes the case that the standard is met.**

**\*Maximum character count: 12,000**

This standard will be included as part of our selected improvement plan. The State of Michigan collects the following information which is provided in the Educational Preparation Institute (EPI) report: 1) Michigan Tests for Teacher Certification 3-year passing percentages; 2) Teacher Candidate Survey; 3) Candidate Supervisor Survey and 4) the points attributed to the Educator Effectiveness Labels. To evaluate our p-12 student impact, we currently analyze our Educational Preparation Institute (EPI) report from the State, specifically the sub-score that combines teacher observation scores and student achievement. The Teacher effectiveness scores are ratings of graduates who almost exclusively earn effective or highly effective ratings during their first 3 years of eligibility while employed in Michigan public schools within 5 years since graduation. WSU score is 80.5% which is categorized as satisfactory (State Specific Evidence/MI – 2015 and 2016 EPI Performance Report). We also note that in years 2014, 2015, and 2016 the overall score reflects that our program met the cut score and was satisfactory in all three areas in the State's reporting. We recognize that this gives us one measure and with the school partnerships we currently maintain, we can gain a better understanding of our program impact. The College of Education has developed multiple partnerships with surrounding districts to connect with P-12 learners and the schools in which many of our candidates ultimately teach after certification. Alongside the efforts of the Michigan Department of Education, we are strengthening our tools and strategies to capture our program's impact on P-12 learners.

Over next three school years, our program will introduce new measures to examine and provide evidence of program impact. Additional data will come from four other sources which are detailed in our Selected Improvement Plan (SIP). First, we will collect data from an expert-designed completer case study (years 1-5 out) analyzing the classroom practices of our initial certification graduates via inquiry projects in our master's programs to capture student growth percentiles and student learning of objectives. Secondly, we will revise and administer the State exit survey we currently give to all initial certification graduates, to completers who are 1-5 years out in order to compare how well they thought the program prepared them in each area upon graduation versus after 1-5 years working in the field. Third, we will give a survey to administrators of our completers using the survey created by the Michigan Association of Colleges for Teacher Education (MACTE) group. Finally, we will ask our partner schools to conduct observations using the Danielson Framework for Teaching of those teachers who graduated from our program within five years.

To ensure that our completers contribute to expected levels of student learning, a completer case study will be piloted for implementation in our Masters' final project course. The pilot study will begin during the 2016-2017 school year. Faculty will conduct the case studies of volunteer completers who are teaching in a school with P-12 learners. Completers will conduct research-based methods or action research to study the effectiveness of a teaching strategy on student learning growth. For this case study, we will analyze the culminating

master's projects of four completers (2 elementary, 2 secondary) who will be enrolled in one of our Masters of Education Degree programs. The teachers will examine their classroom practices and provide evidence for their P-12 student learning.

A Completer Case Study protocol has been developed (Other Measures/OCE - Completer Case Study Protocol). Instructors in TED 7000 and ED 7999 will evaluate the projects using a rubric scale on which they rate completers' ability to (1) give a rationale for selection of the particular strategy or topic for inquiry, (2) alignment of the plan for implementation with the rationale, (3) ability to self-reflect on efficacy of instruction, (4) ability to use data to accurately assess student learning, and (5) degree to which next steps are warranted by findings related to student learning. We will use a refined Likert scale to analyze the four case studies, with at least two raters rating each project. The results will be analyzed at the end of the school year by the TED 7000 and ED 7999 faculty for recommendations of future implementation. Data will be collected annually and reviewed by the Accreditation Advisory Committee at their year-end retreat.

Our program will be asking administrators of our partnering school districts to capture how completers effectively apply the professional knowledge skills, and dispositions that the preparation experiences were designed to achieve. Beginning Fall 2016, we will request from our partner schools and districts that observations be conducted of our completers. Our goal is to work with at least one district that hires WSU teachers and request that an administrator conduct a formal observation using the Danielson Framework for Teaching, which is the observation tool we use in pre-student and Student teaching. We will be looking to capture 20% of our completers in years 1-5 out and expect these teachers to be proficient on a 4 point scale, where 3 or better is the target score. The Office of Clinical Experience will identify the schools who will provide the observation scores and the Office of Accreditation will send letters requesting that teachers release their scores to us. Scores will be collected at the end of each school year and reviewed by the accreditation advisory committee annually.

Finally, we will pilot a survey for administrators to ensure that employers are satisfied with the completers' preparation. The survey will be created by the Michigan Association of Colleges for Teacher Education (MACTE). The survey will be based on the InTASC standards which our state adopted for all teachers. Pilot questions will be sent out to both EPP faculty as well as School administrators to help determine the exact items for the survey. MACTE representatives from across the state will use a Q sort methodology and Lawshe's Content Validity ratio to make the determination of which questions will be included in the survey. The Q sort will systematically study participants' viewpoints of questions associated with the InTASC standards. These questions will be categorized by the four levels within the InTASC standards. The questions within each level will then be scored by most important to least important. The representatives from the MACTE group will analyze the results. Wayne State will be a pilot institute for the 2016-17 school year. Starting 2017-18 all school administrators who have been identified as having a Wayne State University alumni in their first through 5 years of teaching will be sent the survey. The administrator will fill out the survey for all WSU alumni – not for each individual teacher.

The program will continue to request feedback and support from the teacher education faculty as we work to offer assurance of program impact on P-12 learners. We expect the College's data management division to send surveys and report results to the Accreditation

Advisory team at the end of each school year for analysis and recommendations. We anticipate full implementation will take place over the next three years and that the first data results will be made available in May 2017.

#### Standard 4 Guiding Questions

- How does the provider document, using multiple measures, that program completers contribute to an expected level of student-learning growth?
- How does the provider demonstrate, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve?
- How does the provider demonstrate, 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?
- How does the provider demonstrate, 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?