

Tagged to Standards: CAEP 4.3 Indicators of Teaching Effectiveness
Spring 2021

Tagged to Standards:
CAEP 4.3

2019-20 data for Measure 4.3 are not yet available due to changes with our partner district. Both the Measure of Academic Progress (MAP; used for reporting component 4.2) and the Marzano Evaluation Model (used for reporting component 4.3) have been discontinued by our partner district. Data collections using the new instruments were piloted on a voluntary basis during the 2020-21 academic year due to the COVID enforced distance learning. The EPP is currently working with the district's Department of Evaluation, Research, and Assessment and data for the measure are expected to become available to the public by Fall 2021.

Indicators of Teaching Effectiveness: 2014 Marzano Teacher Evaluation Model

The Kansas State Department of Education (KSDE) approved the Marzano Teacher Evaluation Model for use by school districts to evaluate Kansas teachers starting in the 2014-15 school year. The Center provided training and resources to ensure that districts implement the model with fidelity.

A participating district, which hires a substantial number of University of Kansas graduates, has agreed to work with the University of Kansas School of Education and Human Sciences, to inform the CAEP annual reporting measure for Indicators of Teaching Effectiveness (Standard 4.2) and to provide relevant teacher performance data collected on the Marzano domain, Classroom Strategies and Behaviors. According to the 2014 Marzano Teacher Evaluation Model Protocol, this domain is based on the Art and Science of Teaching Framework and identifies 41 instructional elements that happen in the classroom. The 41 instructional elements are organized into 3 Lesson Segments to define the Observation and Feedback Protocol.

District leadership has determined that, upon review of the data, the comprehensive evaluation model underestimates the level of teaching quality observed in the classrooms. District leadership changed protocols to the Marzano Focused Teacher Evaluation Model starting in the 2018-19 academic year. Like the comprehensive model, the Focused Model utilizes common five-point scales. The performance scales provide a developmental continuum for teachers on five levels of proficiency: Not Using (0), Beginning (1), Developing (2), Applying (3), and Innovating (4).

The following table represents data collected from observations of K-12 classroom teachers who were within their first 3 years of teaching.

Table 1: Comparison of University of Kansas to Other Kansas EPPS for Academic Year 2019

Organization	University of Kansas		Other Institutions		All	
Count	46		105		151	
Scale: 0 - 4	Mean (SD)	Performance Category	Mean (SD)	Performance Category	Mean (SD)	Performance Category
Average Element Score	2.1 (0.5)	Developing	2.1 (0.5)	Developing	2.1 (0.5)	Developing
Domain 1: Classroom Strategies and Behaviors	2.0 (0.5)	Developing	2.0 (0.5)	Developing	2.0 (0.5)	Developing
Domain 2: Planning and Preparing	0.1 (0.5)	Not Using	0.4 (0.9)	Not Using	0.3 (0.8)	Not Using
Domain 3: Reflecting on Teaching	0.3 (0.7)	Not Using	0.2 (0.7)	Not Using	0.2 (0.7)	Not Using
Domain 4: Collegiality and Professionalism	0.6 (1.1)	Beginning	0.5 (1.1)	Beginning	0.5 (1.1)	Beginning

Table 2: Comparison of University of Kansas to Other Kansas EPPS for Academic Year 2018

Organization	University of Kansas		Other Institutions		All	
Count	43		101		144	
Scale: 0 - 4	Mean (SD)	Performance Category	Mean (SD)	Performance Category	Mean (SD)	Performance Category
Average Strategy Score	1.5 (0.4)	Beginning	1.4 (0.4)	Beginning	1.4 (0.4)	Beginning
Strategy 1: Routine Segments	1.9 (0.6)	Developing	1.8 (0.5)	Developing	1.8 (0.5)	Developing
Strategy 2: Content Segments	1.1 (0.6)	Beginning	1.2 (0.6)	Beginning	1.1 (0.6)	Beginning
Strategy 3: On the Spot Segments	1.4 (0.5)	Beginning	1.4 (0.6)	Beginning	1.4 (0.6)	Beginning

Table 2: Comparison of University of Kansas to Other Kansas EPPS for Academic Year 2017

Organization	University of Kansas		Other Institutions		All	
Count	20		50		70	
Scale: 0 - 4	Mean (SD)	Performance Category	Mean (SD)	Performance Category	Mean (SD)	Performance Category
Average Strategy Score	1.5 (0.4)	Beginning	1.4 (0.4)	Beginning	1.4 (0.4)	Beginning
Strategy 1: Routine Segments	1.9 (0.5)	Developing	1.8 (0.5)	Developing	1.8 (0.5)	Developing
Strategy 2: Content Segments	1.3 (0.6)	Beginning	1.2 (0.5)	Beginning	1.2 (0.5)	Beginning
Strategy 3: On the Spot Segments	1.3 (0.6)	Beginning	1.2 (0.6)	Beginning	1.2 (0.6)	Beginning