Revised Standard 4.1 Indicators of Completer Effectiveness
Spring 2023

Case Studies on Completer Effectiveness, Contributions to P-12 Student Learning Growth, and Satisfaction with Preparation

Starting in Spring 2024, the EPP has started collecting focus group and case study interview data to obtain a more nuanced understanding of our program completers' effectiveness in the classroom and their satisfaction with professional preparation. The Spring 2024 case study included a sample of KU elementary education completers from local school districts in the Lawrence and Kansas City area. The intention is to focus on examining two licensure programs each semester. This will result in an overall view of our EPP completers from all our programs over a three-year data cycle.

These studies will provide the program specific feedback that we were unable to obtain using the Marzano Teacher Evaluation Data from our partner district.

Indicators of Completer Effectiveness: 2017 Updated 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. A participating district, which hires a substantial number of University of Kansas graduates, chose to implement the Marzano Focused Teacher Evaluation Model starting in the 2018-19 academic year. The Center provided training and resources to ensure that districts implement the model with fidelity.

This district has agreed to work with the University of Kansas School of Education, to inform the CAEP annual reporting measure for Indicators of Completer Effectiveness (Standard 4.1) and to provide relevant teacher performance data collected on the Marzano domain, Classroom Strategies and Behaviors. According to the 2017 Updated 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.

The Focused Model utilizes 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 2022-23 K-12 classroom teachers who were within their first 3 years of teaching. This data set contains 41 teachers from the University of Kansas and 380 teachers from other teaching institutions. **Overall, a greater percentage of early career teachers who graduated from the University of Kansas were rated as "Developing" performance category or higher across all the assessment elements in comparison with their peers from other institutions (95% compared to 83%).**

University of Kansas Teacher Licensure Graduates Performance Category Distribution

	Innovating	Applying	Developing	Beginning	Not Using
Average Level Across All Elements	0%	29%	66%	5%	0%
Domain 1: Standards-Based Planning	0%	33%	56%	11%	0%
Domain 2: Standards-Based Instruction	3%	39%	56%	3%	0%
Domain 3: Conditions for Learning	3%	43%	53%	3%	0%
Domain 4: Professional Responsibilities*	10%	60%	20%	10%	0%

*only 10 observations

Other Institutions Teacher Licensure Graduates Performance Category Distribution

	Innovating	Applying	Developing	Beginning	Not Using
Average Level Across All Elements	**<1%**	**25%**	**57%**	**15%**	**2%**
Domain 1: Standards-Based Planning	<1%	36%	42%	19%	2%
Domain 2: Standards-Based Instruction	<1%	28%	54%	16%	2%
Domain 3: Conditions for Learning	1%	38%	45%	14%	2%
Domain 4: Professional Responsibilities	3%	48%	36%	12%	1%