

CANDIDATE PERFORMANCE DATA

Table of Contents

I. CAEP Accountability Measure 1: Completer effectiveness and Impact on P-12 Learning and Development (Impact Measure)..... 3
 Completer Impact Research 3
 Principal Survey of Impact on Learning..... 3
 Graduate Self Evaluation of Impact on Student Learning..... 5
 Pretest-Posttest Assessments of Student Learning 6

II. CAEP Accountability Measure 2: Satisfaction of employers and stakeholder involvement (Impact Measure)..... 9
 IDOE Supervisor Performance Observation Evaluations of Completer Effectiveness..... 9
 Saint Mary’s Principal Survey 10
 Partners in Education Council (Stakeholder Involvement) 11
 Teacher Education Council (Stakeholder Involvement) 20

III. CAEP Accountability Measure 3: Candidate competency at program completion (Outcome Measure)..... 23
 Indiana CORE and Praxis Licensure Examination Results 23
 Student-Teaching Rubric..... 26
 Student-Teaching Dispositions Rubric 27
 Social and Emotional Learning 29
 Completer Satisfaction Survey 32

IV. CAEP Accountability Measure 4: Ability of completers to be hired in education positions for which they have been prepared (Outcome Measure)..... 34
 Completer/Graduation Rate 34
 Completer/Licensure Rate 34
 Alumnae Employment Survey 35
 Student Loan Default Rate for Saint Mary’s College 35

V. Discussion..... 35
 Impact Measures:..... 35
 Completer effectiveness and Impact on P-12 learning and development (Component R4.1) 35

Satisfaction of employers and stakeholder involvement (Components R4.2, R5.3)..... 36

Outcome Measures: 37

 Candidate competency at program completion (Component R3.3) 37

 Ability of completers to be hired in education positions for which they have been prepared 37

VI. Appendices 39

 Appendix A..... 40

 SMC EDU Measurement of Graduates’ Impact on P-12 Learning..... 40

 Appendix B..... 44

 Formative Lesson Original and Revised Forms 44

 Appendix C..... 47

 Partners in Education Professional Development Workshop Documents..... 47

I. CAEP Accountability Measure 1: Completer effectiveness and Impact on P-12 Learning and Development (Impact Measure)

Completer Impact Research

In accordance with the CAEP’s 2021 guidelines on assessing impact measures (*2021 EPP Annual Accreditation Report [Annual Report] Technical Guide*, we will no longer be using the *Indiana Supervisor Report* (See Section II. CAEP Accountability Measure 2: Satisfaction of employers and stakeholder involvement) as a measure of Graduates’ Impact on P-12 Learning. As of 2020 IDOE regulations make optional student achievement (i.e., teacher impact) as a measure in the *Indiana Supervisor Report* (<https://www.in.gov/doe/files/hea-1002-guidance.pdf>).

Our EPP has developed three separate measures of our graduates’ impact on P-12 learning: (1) Pretest-Posttest Assessments of Student Learning (2) Principal Survey of Impact on Student Learning, and (3) Graduate Self Evaluation of Impact on Student Learning.

Principal Survey of Impact on Learning:

Beginning in the Spring 2023 semester, Saint Mary’s modified our Principal Survey. Two items were added to the survey. The first asked principals to evaluate his/her Saint Mary’s graduate’s impact on student learning using the following rating scale:

Please indicate your Saint Mary’s Teacher Education Graduate’s Impact on students’ learning			
1	2	3	4
This graduate has little to no impact students’ learning	This graduate has some impact on students’ learning; on most lessons/days, students don’t show improvement	This graduate regularly impacts students’ learning; on the majority of lessons/days, students show improvement	This graduate greatly impacts students’ learning; students consistently show improvement with each lesson/day of instruction

The second question builds off the preceding question and asked principals to identify the information they used to make their evaluation of impact on student learning.

What data are basing your answer to the previous question on? (Please check all that apply)							
1	2	3	4	5	6	7	8
Students' standardized test scores	Students' performance on our schools'/districts' developed or adopted objective tests and essays	Students' performance on this graduate's teacher-made objective tests and essays	Students' performance on individual and/or group projects	Students' performance on in-class assignments and homework	Students' performance during classroom activities/instruction	Feedback from the graduate's fellow faculty, mentors, and/or team leaders.	Other (please describe)

During the spring of 2023 we received 1 response (2018) on the learning impact question. On a scale of 1-4 with four being high, the response to the impact on learning impact question was 3.00. Data sources identified by the principal were district assessments, classroom assignments, classroom activities and feedback from fellow faculty, mentors and/or team leaders.

Graduate Self Evaluation of Impact on Student Learning

Beginning in the Spring 2023 semester, Saint Mary’s modified our Alumnae Survey. Two items were added to the survey. The first asked graduates to evaluate their impact on student learning using the following rating scale:

Please indicate your impact on your students’ learning			
1	2	3	4
I have little to no impact on my students’ learning	I have some impact on my students’ learning; on most lessons/days, students don’t show improvement	I have regular impact on my students’ learning; with the majority of lessons/days, students show improvement	I have significant impact on my students’ learning; students consistently show improvement with each lesson/day of my instruction

The second question builds off the preceding question and asked graduates to identify the information they used to make their evaluation of impact on student learning.

What data are you basing your answer to the previous question on? (Please check all that apply)							
1	2	3	4	5	6	7	8
Students’ standardized test scores	Students’ performance on our schools’/districts’ developed or adopted objective tests and essays	Students’ performance on my teacher-made objective tests and essays	Students’ performance on individual and/or group projects	Students’ performance on in-class assignments and homework	Students’ performance during classroom activities/instruction	Feedback from fellow faculty, mentors, and/or team leaders.	Other (please describe)

During the spring of 2023 we received 3 responses from the class of 2018 and 11 from the class of 2022. On a scale of 1-4 with four being high, the average combined response to the impact on learning question was 3.36. All seven of the possible data sources were chosen by graduates as those that graduates based their responses on.

Pretest-Posttest Assessments of Student Learning

<p>Impact on P-12 student learning/development: Pilot Study</p>	<p>Research designed to measure our Graduates' Impact on P-12 Learning is currently ongoing: <i>SMC EDU Measurement of Graduates' Impact on P-12 Learning Initiative</i>. This initiative for a research paradigm is presented in Appendix A of this document.</p> <p>We piloted the pretest-posttest research methodology during the 2021-2-22 year with candidates in our elementary and secondary programs to identify any difficulties with the methodology as well as any logistical challenges.</p>	<p>Candidates were undergraduates enrolled in the course <i>Literacy Strategies and Classroom Management in Middle/High School</i>. All candidates completed a six-item quiz on classroom management. Five items were two-choice (true/false) and one was an open-ended short answer question on Active Supervision. Each item was worth two points to allow for partial credit on the short answer item. Maximum total score was 12. The same quiz was completed electronically prior to and following instruction (N=12) using Google Forms. The delay between Test 1 (pretest) and Test 2 (posttest) was one week. The impact of instruction was determined by growth in scores from Test 1 to Test 2. Percentage correct were as follows:</p> <p>Test 1: Average=6.27, Percent Correct=52.27 Test 2: Average=10.27, Percent Correct=85.61 Percentage Growth from Test 1 to Test 2=68.85</p> <p>All candidates showed growth from Test 1 to Test 2; no candidates demonstrated decline between Test 1 and Test 2.</p> <p>Candidates had no difficulty using the platform Google Forms. Nor were there other logistical challenges identified in terms of research design and execution.</p> <p>The research methodology we have selected appears sound in terms of viability and results. The next phase will be to conduct a pilot study in P-12 schools to identify any challenges specific to those settings. The pilot study will inform the actual research in P-12 schools. Both the pilot and actual research are planned for the 2022-2023 academic year.</p>
--	---	--

<p>Impact on P-12 student learning/development</p>	<p>Coordinating with graduates working in P-12 schools during the 2022-23 academic year. We collected data with appropriate content that used measures consistent with those used in the pilot study. We were able to obtain four samples from classrooms where initial and follow-up assessments were administered. The assessments, as well as the intervening instruction between the two administrations, were part of planned, routine academic activities for those classes. This avoided any research-related biases or expectations. Because this research is conducted in a natural setting with no experimental control by our department, as a measure of quality control we have developed a rubric to evaluate each project individually. For the research to be considered informative and included in reporting, each of the rubric criteria must earn a score of 3 or higher. The research evaluation rubric is provided in Appendix A.</p>	<p>Fourth Grade Math. Students solved real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). There were six instruction sessions over a two-week period between assessment 1 and 2.</p> <p>Fourth Grade Music Performance. Students' individual vocal performances were assessed using the same rubric. Instruction occurred 1-2 times per week for a six-week period between the two assessments.</p> <p>Sixth Grade Literacy with Central Ideas Remediation. Students needing remediation on understanding central ideas were identified using a pretest. There were five days of instruction between assessment 1 and 2.</p> <p>Seventh Grade Music Projects with Terminology. Students completed two music projects: (1) create a playlist of songs and describe them using musical terminology and (2) use <i>Garage Band</i> to create sounds consistent with musical terminology. 1 month of classwork occurred between submission of the two projects. Similar rubrics were used to evaluate each project.</p>
---	---	--

Positive growth was demonstrated by each of the graduates' students. Percentage increases are shown in the table below.

Saint Mary's College Graduate Impact Pretest-Posttest Research Data Spring 2023						
Grade Level	Subject	Assessment Type	Interval Between Assessment	Average Percentage Change from Pretest to Posttest	Percentage Change Range	Number of Students Demonstrating Growth
Fourth (N=15)	Math	Objective Test	2 weeks	5%	-29% to 57%	10
Fourth (N=14)	Music Performance	Rubric	6 Weeks	6%	-40% to 80%	9
Sixth (N=6)	Literacy Central Ideas Remediation	Objective Test	5 days	10%	-21% to 21%	5
Seventh (N=15)	Music Projects with Terminology	Rubric	4 Weeks	8%	-24% to 81%	9

II. CAEP Accountability Measure 2: Satisfaction of employers and stakeholder involvement (Impact Measure)

IDOE Supervisor Performance Observation Evaluations of Completer Effectiveness

The Indiana Department of Education (IDOE) requires all school corporations to conduct annual performance evaluations for teachers and report the results of those evaluations disaggregated by Educator Preparation Provider (<https://www.in.gov/doi/educators/educator-evaluations/>). These data must include supervisor observations of performance but are not required to be based on student performance. Data can be retrieved at <https://www.in.gov/doi/files/December-2022-ER-Report-for-IDOE.xlsx>, see the institution tab of the spreadsheet.

<p>Observations of teaching effectiveness: Indiana Supervisor Report</p>	<p>Review of IDOE Teacher Evaluations</p> <p>A Highly Effective teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.</p> <p>An Effective teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.</p> <p>A teacher who is rated as Improvement Necessary requires a change in performance before he/she meets expectations. This is a teacher who an evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.</p> <p>An Ineffective teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes (Indiana Teacher Evaluation: Public Law 90).</p>	<p>Aggregate principal/supervisor evaluation scores for St. Mary’s first through third year teachers:</p> <p>2021-2022 (N=146)* 72% Highly Effective 28% Effective</p> <p>2020-2021 (N=146)* 72% Highly Effective 28% Effective</p> <p>2019-2020 (N=143) 70% Highly Effective 30% Effective</p>
---	--	---

*Numbers were identical in two different reports. Other institutions listed in the same reports did not have the same numbers reported. For instance, University of Southern Indiana’s report totals were 1947 evaluatees in the 2020-2021 report and 1954 in 2021-2022 report.

Saint Mary’s Principal Survey

Saint Mary’s administers Employer (Principal) Satisfaction Surveys annually. These instruments are administered electronically and are completed one year and five years after candidate program completion. This survey based directly on the 10 InTASC standards. (https://ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf). To allow candidates the maximum development time possible during their first year of teaching, these surveys are administered at the end of the academic year, thus creating a one-year reporting delay. Recent numbers for Learner & Learning, Content Knowledge, and Instructional Practice may have been affected by the COVID 19 Pandemic, the effects of which were at full impact during these candidates’ professional training.

Impact Measure	Source	Elementary and Secondary Combined				
		Year	Learner & Learning	Content Knowledge	Instructional Practice	Professional Responsibility
Employer satisfaction and completer persistence	Mean scores from the four InTASC Categories from the most recent cycle of Employer (Principal) Satisfaction Surveys. (Elementary and Secondary Combined). These results are based on a four-point scale: Below Expectation (1), Developing (2), Meets Expectations (3), Exceeds Expectations (4). Data collected Spring 2022 on class of 2021 (1 year) completers. We received only two responses for the class of 2021 and no responses from principals of the 2017 (5- year) cohort. Survey invitations were resent to the group in Spring 2024; any responses will be included in future analyses.	2021	2.80	2.67	2.75	3.58
		2020	2.80	3.07	2.88	3.23
		2019	3.65	3.70	3.38	3.80
		2018	3.57	3.44	3.35	3.76
		2017	3.44	3.47	3.20	3.46
		2016	3.38	3.33	3.50	3.42

InTASC Standards Grouping for Surveys:

The Learner & Learning

- Standard 1: Learner development
- Standard 2: Learning differences
- Standard 3: Learning environments

Content

- Standard 4: Content knowledge
- Standard 5: Application of content

Instructional Practice

Standard 6: Assessment

Standard 7: Planning for instruction

Standard 8: Instructional strategies

Professional Responsibility

Standard 9: Professional learning and ethical practice

Standard 10: Leadership and collaboration

Partners in Education Council (Stakeholder Involvement)

Partners in Education Council

Our Partners in Education Council is made up of Saint Mary's Education Faculty and teachers and administrators from local school corporations. The overall purpose of the council is to maintain a productive dialog among participants that facilitates the continuous pursuit of high-quality teacher preparation programs at Saint Mary's College. Emphases include the following:

- ◆ Increase communication and cooperation between the public and private schools in the Michiana area and the Saint Mary's College Teacher Education Programs;
- ◆ Offer the administration and faculty of the public and private schools in the Michiana area more opportunity for input into the Teacher Education Program and the field experience sequence at Saint Mary's College;
- ◆ Offer the faculty of the Education Department at Saint Mary's College more opportunity for input into the field placements and experiences of students enrolled in professional education courses;
- ◆ Provide a forum for school, community, and college personnel to discuss the meaning and implementation of early and continuing field experiences;
- ◆ Share common concerns of kinds of field experiences needed in the Teacher Education Program and the needs of schools for ancillary teacher aide services.

Administrators from the public and private schools as well as elementary and secondary principals and teachers from the

Michiana area serve on this council with members from Saint Mary's College education faculty. The council meets biannually.

During the fall 2022 semester the council met to discuss issues that included graduate impact research and professional development opportunities for our candidates. The agenda for the meeting, instructions for the evening's work session, meeting minutes, and follow-up procedures are presented below.

Agenda
Saint Mary's College Education Department Partners in Education Meeting Agenda Monday, October 11, 4:50 pm Madeleva Hall Room 253
1) Welcome/Introductions
2) Finalizing Formative Lesson Evaluation Form
3) Graduate Research-Impact on Students-CAEP Mandate
4) Discussion of PD ideas for our teacher candidates as required by CAEP
5) Open Discussion of Process/Timing in our field placements
6) Open Discussion: Future Topics for Council Meetings/Date for Spring 2023 Council

Challenges**Graduate Impact Research**

1. Goal: Assess the impact of Saint Mary's College education graduates on P-12 learning in their current P-12 classrooms.
2. Purpose: to determine if Saint Mary's education department programming is effective in producing teachers capable of affecting positive change in student achievement in the current P-12 learning and teaching milieu.
3. Methodology: use of a pretest-posttest design to measure change (i.e., growth) in student achievement to measure the impact of instruction occurring between pretest and posttest.

Candidate Professional Development

CAEP Standard R1.4

The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

Instructions

Graduate Impact Research

1. Discussion

Candidate Professional Development

CAEP Standard R1.4

The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

1. Document 1: CAEP 2022 Standards for Initial Licensure: R1.4 Professional Responsibility with samples.
2. Document 2: Field/Practicum Professional Development Questions-provided to stimulate conversation.
3. Please work in groups to generate possible PD opportunities for our candidates.
4. Please develop a Master List for your group that we can keep to help guide our development initiatives.

Partners in Education Minutes

October 11, 2022

In attendance: Emma Cassidy (LaSalle Elementary School, alum), Insook Chung (faculty), Sarah Corke (Clay High School), Mansour Eid (Principal – South Bend Virtual School), Jeff Greiner (faculty), Greg Harris (retired from Clay High School, faculty), Kathy Higgs-Coulthard (faculty), Sara Hoover (Beiger Elementary), Anna Irons (Schmucker Middle School, alum), Courtney Koszyk (Principal – Beiger Elementary), Jim Lalley (faculty), Steven Mast (faculty), Mary Muzzy (LaSalle Elementary School, alum), Nicole Nemeth (St. Joseph High School, alum), Diane Nusbaum (retired from Mishawaka, faculty), Franca Paluso-Mulhert (Vice-principal of Walt Disney Elementary School, adjunct faculty, alum), Emily Pantellaria (Adams High School, alum), Michelle Sanchez (PHM academic interventionist, alum), Terri Suico (faculty), Nancy Turner (faculty)

Absent – Dan Applegate, Kaitlyn Drew Hueni, Nicole Garcia, Haley Green, Nicole Heritz, Elaine Holmes, Liz Konwinski, Angelina Lazovich, Hannah Manspeaker, Stacy Minegar, Ryan Towner, Heather Short, Kem Shriver, Corrinne Shaw, Heather Short, Ryan Towner, Amy Troyer, Keely Twibell

Introductions, Recap, and Agenda

The meeting started at 4:50 pm with a welcome by Director of Field and Student Teaching Steven Mast. The participants introduced themselves. The department faculty noted the value of this organization and how it helps inform departmental decision-making and allows us to keep strong community and partner engagement.

Steven provided a summary of the revisions to the lesson plan evaluation from last meeting. He noted that we have adopted the changes and adopted the forms, and we are currently using the forms this semester.

Jim went over the rest of the agenda for the meeting. Agenda items include graduate research-impact on students (CAEP mandate), discussion of PD ideas for our teacher candidates as required by CAEP, open discussion (future topics for PiE meetings).

Other Documents to Revisit

Jim asked if there were any other documents that the group felt needed to be revisited or clarified. This led to a discussion on the midterm evaluation and concerns that the teachers had about completing the evaluations and how the evaluations impact grades. Steven offered some clarification and guidance on how the evaluations are used. He stressed that the midterms do not impact grades, but they can offer guidance for the students and the college supervisors. Additionally, he stressed that college supervisors should be part of the midterm evaluation conversation.

Partners in Education Minutes

Graduate Impact on Student Learning

CAEP requires the department to provide data on our graduates' impact on their students' learning. To aid with this, Jim introduced the graduate impact on student research initiative. This would essentially be a condensed version of the student teaching assessment cycle and would consist of a pre-test, intervening lessons based on the pre-test results, and a post-test.

During the follow-up discussion, several attendees had questions about whether the assessments needed to be teacher designed, and Jim clarified that they didn't necessarily need to be teacher designed.

A number of attendees indicated that they were already doing and document this type of learning and assessment cycle. It was decided that Steven would follow-up with recent graduates doing this type of work and ask for their documentation.

Professional Development Opportunities

The majority of the meeting focused on discussion of professional development in the field/practicum. Jim introduced the CAEP/SPA requirement for teacher candidates to be involved in professional development. He provided handouts as well as examples of the expectations regarding professional development from the National Council of the Social Studies and the National Council of Teachers of English standards.

The participants divided into secondary and elementary groups. In these groups, the participants discussed the questions and brainstormed responses, with a master notetaker who would submit notes on behalf of the groups. The groups met for approximately 30 minutes.

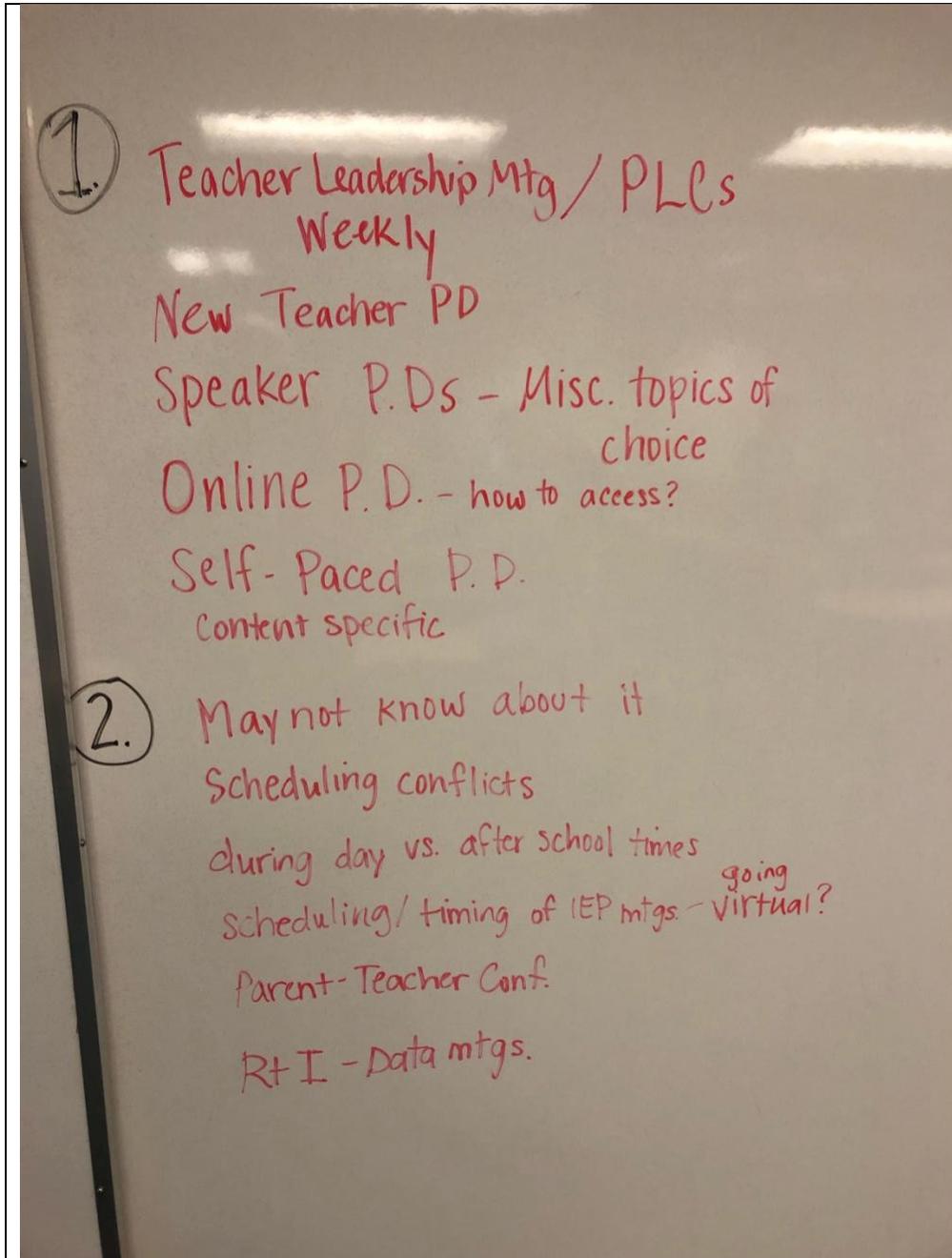
The participants reconvened at 5:50 to share their ideas from the small-group meetings. Points included:

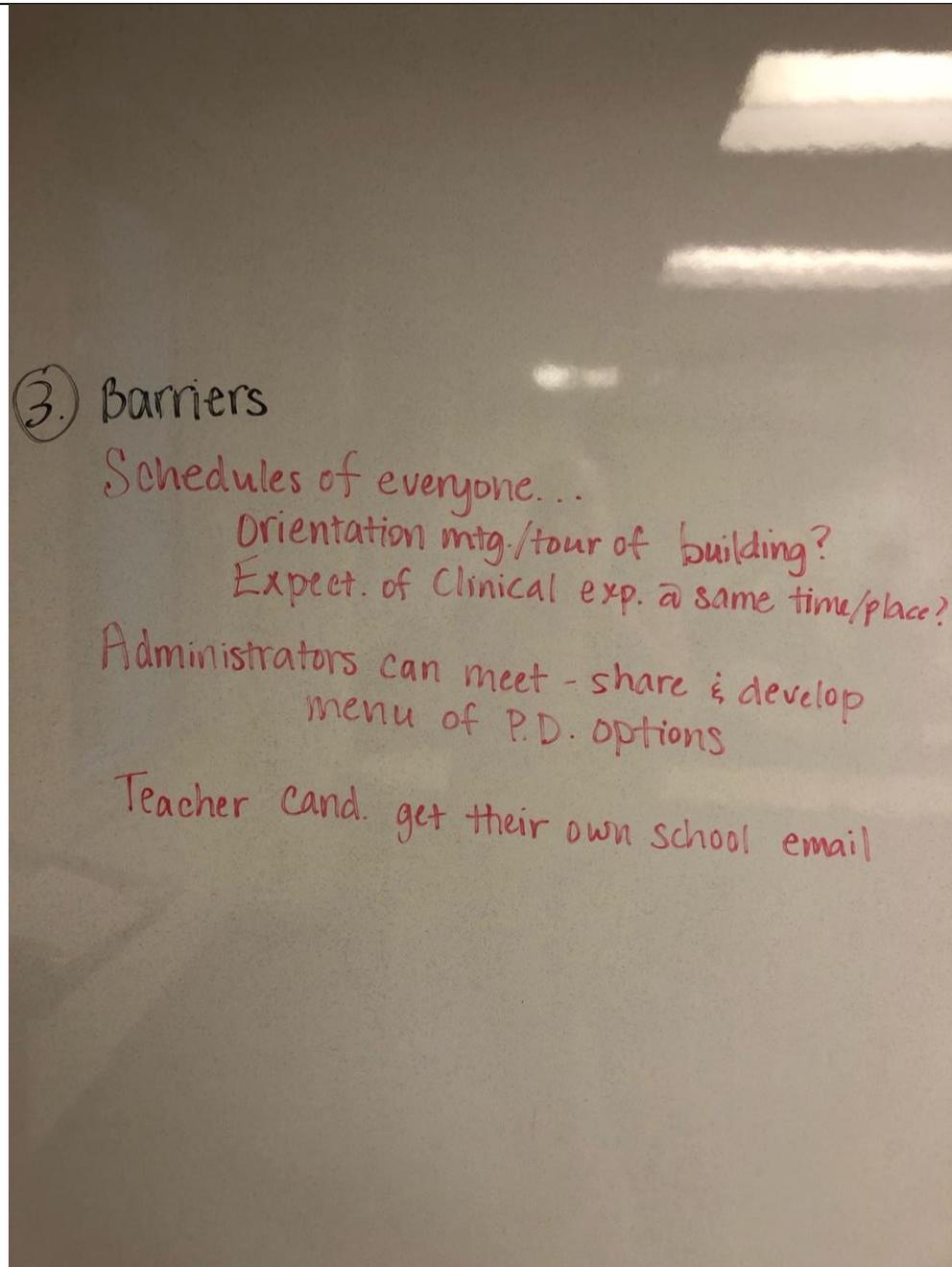
- Opportunities present during field placements and/or practica:
 - o Teacher leadership/PLC meetings regularly – PHM and Mishawaka
 - o New teacher professional development – PHM
 - o Professional development presentations – outside presenters and teachers
 - o Online PD - SBSC
- Opportunities that they miss out on
 - o Opportunities listed in the first question because of not knowing about it or because of scheduling
 - o Parent-teacher conferences
 - o IEP meetings
 - o RTI
- Barriers
 - o Schedules for the year – perhaps we fix this through orientation
 - o School email for whatever school the teacher candidate is at so they can access online PD
 - Could there be a generic student teacher login that all student teachers and/or teacher candidates can use?

Partners in Education Minutes

The meeting adjourned at 6:00 pm.

Discussion Capture Images





Partners in Education Minutes
PD meeting worksheets are in Appendix C

Partners in Education Outcomes
The revised Formative Lesson Evaluation Form is being implemented during the 2022-2023 academic year. See Appendix B for initial and revised forms.

Teacher Education Council (Stakeholder Involvement)

Teacher Education Council

The Teacher Education Council coordinates planning and curriculum development/updates among education department faculty and faculty from departments who provide content/support for education candidates’ major in addition to the education major:

- Art
- Biology
- Chemistry
- English
- History
- Math
- Music
- Political Science
- World Languages
- University of Notre Dame

The purpose of the committee is to establish and maintain open lines of communication between the Education Departments and the departments that prepare our students in their content areas. This allows the Education Department to provide these departments with updates regarding its work with the students and gives the content departments opportunities to offer feedback to the Education Department. Previous meetings have focused on topics such as the conversion of all secondary education programs from an academic major (e.g., English Literature) with and education minor, to dual majors with secondary education being its own major. A whole group meeting for available constituents is being planned for the Fall 2023 semester. Discussions will include accreditation of the Art and Music departments, as well as changes that have been made to the secondary social studies education program initiated by NCSS’s adoption of its 2018 standards, the launching of the autism 4+1 program, and IDOE’s approval of the physics secondary education major.

In addition to meeting as a whole group, Education Department members also meet individually with members of the Teacher Education Council to discuss subject-specific challenges, changes, and topics. Descriptions of specific meetings are provided below.

Teacher Education Council Meetings**Meetings with Department Chairs (Teacher Education Council Members)**

February 21, 2019 – Meeting with Mary Ann Kanieski

- Dr. Mary Ann Kanieski, chair of the Sociology Department, and Dr. Terri Suico, secondary education advisor, met to discuss the sociology concentration option for social studies education students.
- The goal of the meeting was to update the course options within the concentration, since many of the courses listed were no longer offered by the Sociology Department.
- Dr. Kanieski provided valuable input regarding courses that would be appropriate for non-majors while also taking into account what would be valuable for future teachers. The updated courses reflect a focus on diversity, equity, and representation, including race, socioeconomic status, and sexuality.

October 16, 2020 – Meeting with Ann Marie Short

- Dr. Ann Marie Short, chair of the English Department, and Dr. Terri Suico, secondary education advisor, met to discuss the English education program.
- The meeting focused on revising and updating the advising sheet for English education students to better reflect the English literature requirements and the secondary education requirements.

September 3, 2021 – Meeting with Dr. Kristin Kuter

- Dr. Kristin Kuter, chair of the Math Department, and Dr. Terri Suico, secondary education advisor, met to discuss technology in the math courses taken by math education majors.
- The meeting focused on updating the technology lists to better reflect the different types of technology (graphing calculators, Wolfram Alpha, etc.) that math education students are exposed to in their classes. The resulting information was used in the Education Department's submission to NCTM.

March 3, 2022 - Meeting with Dr. Ian Bentley and Dr. Terri Suico

- Dr. Bentley and Dr. Suico met to resume discussions on establishing a physics education program. The focus of the meeting was on the state requirements and the documentation needed to grant the college permission to license in secondary physics.
- This meeting led to work that was done on the application to the IDOE. The work continued through January 2023 (see below).

April 13, 2022 - Meeting with Dr. Sean Savage, Dr. Jim Lalley, Dr. Jeff Greiner, and Dr. Terri Suico

- Dr. Savage, the chair of the Political Science Department, met with members of the Education Department to discuss the updated National Council of Social Studies standards and the impact they would have on social studies education students.

- The meeting determined that political science would no longer be a viable major for secondary social studies students but that all secondary social studies students would have to take several political science courses. Dr. Savage offered suggestions on the courses that would make the most sense to require.
- The work from this meeting helped move the Education Department's proposed changes to social studies education forward. The changes were submitted to the Curriculum Committee in the spring of 2022 and were reviewed and approved by the committee in t

January 10, 2023 - Meeting with Dr. Marwan Gebran and Dr. Terri Suico

- Dr. Gebran, associate professor in the Chemistry and Physics Department, and Dr. Suico met to discuss the physics majors and the submission to the IDOE so that the college can license in physics education.
- The work discussed and done afterwards was used in the department's submission to the IDOE in February.

February 22, 2023 – Meeting with Dr. Kristin Kuter and Dr. Terri Suico

- Dr. Kuter, chair of the Math Department, and Dr. Suico, the secondary education advisor for math, met to discuss the alignment between the NCTM standards and the required math courses for the math education students.
- Dr. Kuter continued to review the document, which would be used for the Education Department's submission to NCTM.
- The department submitted its alignment, with Dr. Kuter's revisions, on 3/14/2023.

III. CAEP Accountability Measure 3: Candidate competency at program completion (Outcome Measure)

Indiana CORE and Praxis Licensure Examination Results

The Indiana Core Licensure Examinations Pearson were the examinations require for Educational Licensure in the state of Indiana up until 2001. Beginning in September 2021, the Indiana Department of Education (IDOE) transitioned to a new licensure exams administered by the Educational Testing Service (ETS). In order to provide three years of licensure testing data, scores from both sets of exams are provided.

The following tables display licensure test results for those who have completed the Saint Mary’s College Teacher Education program. Score data are not reported for single test takers in compliance with FERPA guidelines.

2021-2022 (Praxis)

Elementary Education 2020-2021

Test (Passing)	N*	Mean	Attempts	Passing % First Time	Average Attempts	Passing %
5007 Elem Ed Asses: Reading LA & SS Subtest (160)	14	172	15	93	1	93
5008 Elem Ed Asses: Math & Science Subtest (158)	15	157	21	53	1.4	73
5622 Principles of Learn & Teaching: Grades K-6 (160)	13	177	13	100	1	100
5543 Special Ed: Core Know Mild to Moderate App (155)	4	177	4	100	1	100
5362 English to Speakers of Other Languages (155)	2	190	2	100	1	100
Reading						

* N reflects the number of completers attempting a test. Some candidates did not seek Indiana licensure.

Secondary Education 2020-2021

Test (Passing)	N	Mean	Attempts	Passing % First Time	Average Attempts	Passing %
5165 Mathematics (159)	3	180	3	100	1	100
5624 Principles of Learn & Teaching: Grades 7-12 (157)	6	181	6	100	1	100
5941 World and US History: Content Knowledge (148)	2	171	2	100	1	100
* N reflects the number of completers attempting a test. Some candidates did not seek Indiana licensure						

P-12 Education 2020-2021

Test (Passing)	N	Mean	Attempts	Passing % First Time	Average Attempts	Passing %
5115 Music: Instrumental and Gen Knowledge (150)	2	161	2	2	1	100
5625 Principles of Learn & Teaching: Pre K-12 (157)	2	170	2	2	1	100
* N reflects the number of completers attempting a test. Some candidates did not seek Indiana licensure						

2020-2021 (Indiana Core)

Elementary Education 2020-2021

Test (Passing)	N*	Mean	Attempts	Passing % First Time	Average Attempts	Passing %
EE: General Sub: Reading (220)	10	240	10	100	1	100
EE: General Sub: Math (220)	10	242	13	80	1.3	80
EE: General Sub: Science/HE/PE (220)	10	235	13	90	1.3	90
EE: General Sub: SS/Fine Arts (220)	10	231	12	90	1.2	90
Elementary Education (220)	9	240	10	90	1	100
EN: Mild Intervention (220)	5	248	5	100	1	100
English Learners (220)	0					
Reading	1					
* N reflects the number of completers attempting a test. Some candidates did not seek Indiana licensure.						

Secondary Education 2020-2021

Test (Passing)	N	Mean	Attempts	Passing % First Time	Average Attempts	Passing %
English Language Arts (220)	0					
SS-Historical Perspectives	2	195	5	0	2.5	0
SS-Government/Citizenship	1					
Mathematics (220)	1					
Secondary Education (220)	3	248	3	100	1	100
* N reflects the number of completers attempting a test. Some candidates did not seek Indiana licensure						

P-12 Education 2020-2021

Test (Passing)	N	Mean	Attempts	Passing % First Time	Average Attempts	Passing %
Fine Arts: General Music (220)	0					
Fine Arts: Instrumental Music (220)	1					
Fine Arts: Vocal Music (220)	0					
Fine Arts: Visual Arts (220)	1					
P-12 Education (220)	2	255	2	2	1	100

2019-2020 (Indiana Core)

Elementary Education 2019-2020

Test (Passing)	N*	Mean	Attempts	Passing % First Time	Average Attempts	Passing %
EE: General Sub: Reading (220)	25	236	31	83	1.24	96
EE: General Sub: Math (220)	24	238	29	82	1.21	90
EE: General Sub: Science/HE/PE (220)	24	231	29	90	1.21	69
EE: General Sub: SS/Fine Arts (220)	24	215	39	67	1.63	63
Elementary Education (220)	24	256	24	100	1	100
EN: Mild Intervention (220)	7	246	7	100	1	100
English Learners (220)	1					
Reading (220)	1					
* N reflects the number of completers attempting a test. Some did not seek Indiana licensure.						

Secondary Education 2019-2020

Test (Passing)	N*	Mean	Attempts	Passing % First Time	Average Attempts	Passing %
English Language Arts (220)	3	234	4	67	1.33	100
SS-Historical Perspectives (220)	1					
SS-Government/Citizenship (220)	1					
SS-Sociology (220)	1					
Mathematics (220)	3	231	3	50	1.5	100
Science-Life Science	1					
World Languages	1					
Secondary Education (220)	5	242	5	100	1	100

* N reflects the number of completers attempting a test. Some did not seek Indiana licensure

P-12 Education 2019-2020

Test (Passing)	N*	Mean	Attempts	Passing % First Time	Average Attempts	Passing %
Fine Arts: General Music (220)	1					
Fine Arts: Instrumental Music (220)	1					
P-12 Education (220)	1					

*N reflects the number of completers attempting a test. Some did not seek Indiana licensure

Student-Teaching Rubric

In addition to candidates being evaluated by Specialized Professional Associations (SPA) rubrics for their specific program(s), they are also evaluated using a more generic rubric that is completed for all candidates. The rubric levels progress as follows: 1=*Below Expectation*, 2=*Developing*, 3=*Meets Expectation*, 4=*Exceeds Expectation*. These evaluations are completed by candidates’ College Supervisor and Clinical Educator at the midpoint (Midterm) and conclusion (Final) of the student-teaching practicum. Rubric directions and criteria with average scores are shown below.

DIRECTIONS: This rubric has been designed to assist you in the evaluation of the candidate you mentored in this field experience. Please note that all levels of the scale may be used. In determining the rating keep in mind you are evaluating based on the preponderance of evidence you have observed.

Spring 2022 Field Study Evaluation Rubric: Step 3 Evaluation Summary Average Midterm and Final (N=64)	
Rubric Criteria	College Supervisor and Clinical Educator Average
1. Student Growth and Development	3.42
2. Cultural Factors	3.47
3. Facilitation of Learning	3.52
4. Learning Environment and Learning	3.44
5. Engagement with Students	3.65
6. Planning and Delivery	3.46
7. Use of Technology	3.66
8. Assessment Design and Use of Data	3.36
9. Reading Knowledge Base	3.46
10. Planning Literacy Instruction	3.41
11. Content Knowledge Base	3.63
12. Creating Content Related Learning Experiences	3.56
13. Initiative in the Classroom	3.68
14. Attitude Toward Students and Learning	3.76
15. Professional Appearance	3.79
16. Adherence to Schedule	3.74
17. Professional Communication	3.69
18. Professional Ethics	3.40

Student-Teaching Dispositions Rubric

Candidates dispositions are evaluated at multiple points culminating with a final evaluation at the conclusion of student teaching. The rubric levels progress as follows 1=*Below Expectation*, 2=*Developing*, 3=*Meets Expectation*, 4=*Exceeds*

Expectation. The final iterations of these evaluations are completed by candidates’ College Supervisor and Clinical Educator at the conclusion of the student-teaching practicum. Rubric directions and criteria with average scores are shown below.

DIRECTIONS: This rubric has been designed to assist you in the evaluation of the candidate you mentored in this field experience. The extent to which these dispositions criteria have been met is determined using the criteria below.

Spring 2022 Step 3 SMC Dispositions Rating Scale: Student-Teaching (N=39)	
Rubric Criteria	College Supervisor and Clinical Educator Average
1. Showing respect for learners' differing strengths and needs	3.82
2. Having a commitment to learning about how learners develop	3.82
3. Believing that all learners can achieve	3.90
4. Having a commitment to learning about cultures and communities	3.72
5. Believing that the classroom environment greatly affects students' learning	3.87
6. Having a commitment to developing as a thoughtful and responsive member of the educational community	3.74
7. Recognizing that content knowledge is not a fixed body of facts and appreciating multiple perspectives	3.74
8. Being dedicated to deepening understanding of the central concepts, tools of inquiry, and structures of the academic disciplines while also keeping abreast of new ideas and understandings	3.69
9. Valuing knowledge outside the targeted content area as a vehicle to enhance student learning	3.69
10. Constantly exploring how to use disciplinary knowledge as a lens to address local and global issues	3.62
11. Viewing assessment as a tool for instructional decision making and understanding that learners have differing needs that may necessitate accommodations	3.82
12. Seeks data as evidence of student growth and learning	3.77
13. Respecting learners' diverse strengths and needs, and valuing planning as a collegial activity	3.87
14. Draws upon knowledge of content areas, curriculum, standards, cross-disciplinary skills and pedagogy	3.74
15. Valuing multiple communication strategies, and deep understanding of and across content areas	3.69
16. Being committed to deepening awareness and understanding of learners’ strengths and needs	3.82
17. Valuing self-directed learning, critical thinking, and professional growth	3.82
18. Understanding the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy	3.90
19. Embracing the role of teacher as one of advocacy for learners and accountability for their success	3.79
20. Being committed to life-long learning and initiating collaboration with learners, families, colleagues, and	3.82

community members	
-------------------	--

Social and Emotional Learning

The IDOE (2019) requires that education agencies have a plan for children's social, emotional, and behavioral health. Based on the CASEL model, IDOE has identified seven competencies for Social Emotional Learning (SEL) that are essential for students that teachers need to instill or further develop:

1. **Sensory Motor Integration.** Sensory motor integration refers to the ability to have body awareness and recognize sensations in the body. Gaining sensory-motor integration is an important skill for managing transitions, changing routines, increasing alertness for learning, and improving regulation.¹
2. **Insight.** Insight refers to the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps students recognize their own strengths and areas of growth.
3. **Regulation.** Regulation refers to the ability to recognize and manage one's emotions. Regulation skills build positive self-control, positive self-discipline, and impulse control.
4. **Collaboration.** Collaboration refers to the ability to work well with others, including in the group and teamwork environment. Collaboration works to build positive communication and conflict management skills.
5. **Connection.** Connection refers to the ability to have strong social awareness, giving students the ability to take the perspectives of others, and empathize with people of diverse backgrounds and cultures.
6. **Critical Thinking.** Critical thinking refers to the ability to make constructive choices and understand metacognitive strategies to enhance learning. Critical thinking skills build responsible decision-making, analytical, and critical inquiry skills which are necessary to approach learning from an innovative, creative, multicultural, and ethical lens.
7. **Mindset.** Mindset refers to the ability to demonstrate cognitive flexibility and a willingness to learn. Developing mindset is a critical learning skill for building perseverance, adaptability, self-discovery, resilience, and to be able to receive and give constructive feedback.

To help our candidates further develop these competencies, as well as integrate them into their teaching, these competencies are addressed in multiple classes including: EDUC 201 Foundations for Teaching in a Multicultural Society, EDUC 301 Teaching Language Arts in Elementary/Middle School, EDUC 304 Teaching Reading in Elementary/Middle School, EDUC 308 Children's Literature in Elementary/Middle School, EDUC 345 Curriculum and Assessment in Middle/High School, EDUC 352 Educational Psychology, and EDUC 406 Reading Assessment and Intervention in Elementary/Middle

¹ Collaborative for Academic, Social, and Emotional Learning. (2018). *What is SEL?*, <https://casel.org/what-is-sel/>

School.

In addition to receiving SEL training in their classes, candidates receive an SEL in-service during the spring semester immediately prior to beginning their student-teaching practica. It is provided by Dr. Jennifer Sears, *Director of SEL & Mental Health* for the *Penn-Harris-Madison School Corporation* in South Bend, IN.

At the conclusion of the student-teaching practicum, an SEL rubric is completed for each candidate by her College Supervisor and Clinical Educator to assure SEL competency. Rubric criteria and average scores are provided in the table below. Spring 2023 data are preliminary because practica and completion of rubrics were ongoing at the time of reporting. Data from both rating groups indicate significant levels of competency across all variables, with all candidates meeting expectations. Criteria are rated from 1-4 on the following scale:

- Beginning- Level 1: Below Expectations
- Developing- Level 2: Developing
- Competent- Level 3: Meets Expectations
- Accomplished-Level 4: Exceeds Expectations.

SEL Rubric Criterion (CAEP Alignment R1.1-R1.4)	Clinical Educator (n=13)	College Supervisor (n=12)	Average
Insight			
1. Demonstrates the ability to know her/his emotions and how they affect thoughts and actions that help build self-confidence, self-esteem, empathy for others, and insight that help recognize strengths and areas of growth.	3.77	3.67	3.72
2. The ability to recognize and manage emotions, as well as build positive self-control, self-discipline, and impulse control.	3.85	3.83	3.84
3. The ability to work well with others, including in the group and teamwork environment, using positive communication and conflict management skills.	3.92	3.92	3.92
Critical Thinking Connection			
4. The ability to make constructive choices, analyze decisions, and apply critical inquiry skills that are necessary to approach learning from an innovative, creative, multicultural, and ethical lens.	3.85	3.67	3.76
Mindset			
5. The ability to demonstrate cognitive flexibility, willingness to learn, perseverance, adaptability, self- discovery, and resilience, as well as the ability to receive and give constructive feedback.	3.77	3.83	3.80

SEL Rubric Criterion (CAEP Alignment R1.1-R1.4)	Clinical Educator (n=13)	College Supervisor (n=12)	Average
6. Cooperative Learning: Facilitates students working together toward a collective goal in accomplishing an instructional task.	4.00	3.83	3.92
7. Classroom Discussions: Encourages students and fellow teachers to dialogue about content.	3.77	3.50	3.64
8. Self-Assessment and Self-Reflection: Facilitates students actively thinking about their own work.	3.77	3.42	3.60
9. Balanced Instruction: Uses multiple instructional strategies.	3.92	3.58	3.75
10. Academic Press and Expectations: Candidate provides meaningful and challenging work and believes that all students can accomplish rigorous work.	3.85	3.58	3.72
11. Competence Building: Candidate helps develop students' social-emotional skills through the typical instruction cycle.	3.77	3.83	3.80
Social Teaching Practices²			
12. Student-Centered Discipline: Candidate's disciplinary strategies are developmentally appropriate for students.	3.62	3.92	3.77
13. Candidate Language: The candidate talks to students with a focus on encouraging students.	3.92	3.92	3.92
14. Responsibility and Choice: Candidate provides students with opportunities to make responsible decisions	3.85	3.58	3.72
15. Warmth and Support: Candidate creates a classroom where the students know that the teacher cares	3.92	3.83	3.88
Culture, Family and Community			
16. Cultural Appreciation: Candidate demonstrates empathy and tolerance in matter's that concern students' cultural background.	3.77	3.75	3.76
17. Cultural Connections: Candidate facilitates connections between school experiences and students' cultural backgrounds.	3.62	3.33	3.48
18. Cultural Engagement: Candidate facilitates engagement between school experiences and students' cultural backgrounds.	3.54	3.33	3.44
19. Family Connections: Candidate facilitates connections between school experiences and students' families.	3.62	NA*	NA*

² Adapted from Supporting Students' Social-Emotional Learning. Institute of Educational Sciences and the Indiana Department of Education (<https://ies.ed.gov/ncee/rel/regions/midwest/pdf/training-and-coaching/Indiana-adult-SEL-webinar-508.pdf>)

SEL Rubric Criterion (CAEP Alignment R1.1-R1.4)	Clinical Educator (n=13)	College Supervisor (n=12)	Average
20. Family Engagement: Candidate encourages engagement between school experiences and students’ families.	3.69	NA*	NA*
21. Community Connections: Candidate facilitates connections between school experiences and students’ communities.	3.77	NA*	NA*
22. Community Engagement: Candidate facilitates engagement between school experiences and students’ communities.	3.62	NA*	NA*
*College Supervisors typically do not have opportunity to observe these behaviors.			

Completer Satisfaction Survey

Saint Mary’s administers Completer Satisfaction Surveys annually. These instruments are administered electronically and are completed one year and five years after candidate program completion. This survey based directly on the 10 InTASC standards. (https://ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf). To allow candidates the maximum development time possible during their first year of teaching, these surveys are administered at the end of the academic year, thus creating a one-year reporting delay. At the time of publication, data for the classes of 2017 and 2021 had been collected; data collection for the classes of 2018 and 2022 was in process.

InTASC Standards Grouping for Surveys:

The Learner & Learning

- Standard 1: Learner development
- Standard 2: Learning differences
- Standard 3: Learning environments

Content

- Standard 4: Content knowledge
- Standard 5: Application of content

Instructional Practice

- Standard 6: Assessment
- Standard 7: Planning for instruction
- Standard 8: Instructional strategies

Professional Responsibility

Standard 9: Professional learning and ethical practice
 Standard 10: Leadership and collaboration

Completer satisfaction	EPP administered surveys to one-year and five-year alumnae. These standards are extensively aligned with multiple sets of, including the InTASC and Indiana State Standards. These results are based on a four-point scale: Beginning (1), Developing (2), Proficient (3), Outstanding (4). 2021 data collected Spring 2022 on 2017 (5-year) and 2021 (1-year) completers	Elementary and Secondary Combined				
		Year	Learner & Learning	Content Knowledge	Instructional Practice	Professional Responsibility
		2021	3.33	3.37	3.22	3.58
		2020	3.43	3.25	3.50	3.72
		2019	3.34	3.36	3.07	3.36
		2018	3.38	3.46	3.34	3.50
		2017	3.54	3.48	3.44	3.57
		2016	3.75	3.67	3.67	3.95

IV. CAEP Accountability Measure 4: Ability of completers to be hired in education positions for which they have been prepared (Outcome Measure)

Completer/Graduation Rate

Completer/Graduation Rate	TITLE II AND STATE REPORTING Attrition: Candidates leaving programs before completion. Retention: Underclasswoman Completion: Graduates	Rates as reported to TITLE II			
		YEAR	Attrition	Retention	Completion
		2021-2022 (N=66)	5% (3)	53% (35)	42% (29)
		2020-2021 (N=81)	1.2% (1)	80% (65)	40% (16)
		2019-2020 (N=75)	1.3% (1)	60% (45)	40% (30)

Completer/Licensure Rate

Licensure Rate	Teacher License Lookup for Indiana https://license.doe.in.gov/educator-license-lookup		Three Year Trends for Licenses					
		YEAR	Program	N	Indiana	Other	Percentage	Not Reported
			Elementary	13	11	AZ:1 IL: 4	75	6
			Secondary/P-12	8	5			1
		2020-2021	Elementary	11	8	IL: 1 Applied	75	2
			Secondary/P-12	5	4			1
		2019-2020	Elementary	23	13	IL: 1, 1 Applied IL: 1 Applied	67	8
			Secondary/P-12	7	6			

Alumnae Employment Survey

Saint Mary’s administers surveys to its graduates seeking to better understand their employment outcomes related to their education. The survey is administered annually to graduates one-year following graduation and five-years following graduation. Employment percentages reflect those graduates who are employed as professional educators.

7. Employment Rate.	One-Year Out. As reported by College Institutional Research Office and Career Crossings Office (Graduates 2016-2021)	Education Employed Full Time: 85.0% (College 67.0%) Enrolled or Completed Graduate School: 30.0% (College 36.0%) Employed Full Time or Enrolled GS: 94.5% (College 90.1%)
	Five-Years Out. As reported by College Institutional Research Office and Career Crossings Office (Graduates 2012-2017)	Education Employed Full Time: 93.8% (College 87.7%) Enrolled or Completed Graduate School: 48.5% (College 50.9%) Employed Full Time or Enrolled GS: 95.0% (College 95.3%)

Student Loan Default Rate for Saint Mary’s College

8. Loan Default Rate	HLC Report, SMC Financial Aid Office	The College loan three-year default rate was 1.1% as of 2019*
*The next three year rate should be reported and released by our Student Financial Services Office during the fall 2023 semester.		

V. Discussion

The information presented in the tables above and in the discussion below is regularly shared, with feedback sought from, relevant stakeholders including teachers and administrators from local P-12 schools and districts, alumni, college administration, IDOE, and Specialized Professional Associations.

Impact Measures:

Completer effectiveness and Impact on P-12 learning and development (Component R4.1)

Since our last annual report, we have adopted three measures of our graduates impact on P-12 learning and development. Our principal survey now includes an item assessing graduate impact as well as data sources for that assessment. Our alumnae survey was also modified to include parallel those items added to the principal survey. Additionally, we have extended our pretest-posttest research efforts into schools and have data from four separate samples representing various levels and disciplines. At the time of reporting our principal survey had only one completer.

However, the graduate being evaluated was deemed to be meeting expectations as defined by the rubric. We anticipate additional data to include in our spring 2024 self-study. Our alumnae survey also yielded positive data, on a scale of 1-4 with four being high, the average response to the impact on learning question was 3.36. All seven of the possible data sources were chosen by graduates as those that graduates based their responses on. Our pretest-posttest research also yielded positive results. Positive growth was demonstrated by each of the four graduates' students from pretest to posttest with intervening instruction.

Satisfaction of employers and stakeholder involvement (Components R4.2, R5.3)

The Indiana Supervisor Report for 2020-2021. Supervisor ratings of teachers are provided by the Indiana Department of Education. All St. Mary's graduates observed were judged to be at minimum *Effective*, with the majority receiving ratings of *Highly Effective*. Data can be retrieved at <https://www.in.gov/doe/files/December-2022-ER-Report-for-IDOE.xlsx>, see the institution tab of the spreadsheet.

Regarding employer (Saint Mary's Principal Survey) evaluations, the previous year's measure of Professional Responsibility continued to be the highest rated area for the class of 2021 were between 3 and 4, falling within the range between Meets Expectations (3) and Exceeds Expectations (4). Content Knowledge dipped below 3.0 for this group, a rare to non-existent occurrence for Saint Mary's candidates. Averages for Instructional Practice (2.75), and Learner and Learning (2.80) followed the same pattern as the previous year. That these candidates completed their professional coursework and field experiences, to the extent that field experiences were allowed to occur, during the COVID 19 pandemic, provides the likely rationale for the low, outlying numbers: Most, if not all, candidates were required to complete some sort of makeshift practicum that typically involved online learning as a developing teacher. As such, teacher candidates were involved in online learning at the discretion of their clinical educators. Some candidates were allowed to be very involved during online instruction while others had very limited interactions. Candidates were often forced to focus on overly extensive learning about technology at the expense of developing teaching skills. This is corroborated by the fact that every average for the principal survey for the 2020 and 2021 cohorts was lower than all respective averages for the previous 4 cohorts. Finally, for two cohorts measured (2016 and 2020) higher averages were received by graduates five years after completing the program, indicating that graduates continue to grow in their professional competencies as they advance in their careers. We received only two responses for the class of 2021 and no principal evaluations for our 2017 graduates. For our 2021 graduates, only one received a criterion rating below Meets Expectation. Her supervisor indicated that this graduate had experienced some challenges but was making great strides in her development as a teacher. Overall, considering challenges posed by response rates, cumulative data from the Saint Mary's Principal data are consistent with the Indiana Supervisor Report for 2019-2020 outcomes of all Saint Mary's graduates being rated *Effective* or *Highly Effective*.

We had a very robust response from our Partners in Education Council regarding our Lesson Evaluation Form, graduate impact research, and professional development during our fall 2022 session. There was satisfaction with the revised rubric as significantly improved and more effective, with participants displaying a serious commitment to assignment and program rigor, as well as a sense of ownership in the process. A number of the participants were Clinical Educators who host our candidates for their student-teaching practica and/or Saint Mary's teacher education program alumnae. A number of our graduates showed interest in participating in our P-12 pretest-posttest research initiative, and we had a very robust conversation about professional development. While there were no specific professional development initiatives enacted, we believed we reinforced the idea that it is critical for candidates to be as involved in professional development activities during their fieldwork and practica.

We also had significant activity with our Teacher Education Council, including consultations with faculty from other departments regarding initiatives such as establishing the physics education major, updating the social studies education major, and alignment with math curricula and the NCTM standards.

Outcome Measures:

Candidate competency at program completion (Component R3.3)

For the class of 2021, with the exception of Elementary Education: Math & Science, scores for licensure examinations have acceptable to high pass rates between 90% and 100%, with most averaging 100%. Candidates are made aware of resources available for exam preparation <https://www.ets.org/praxis/site/epp/supporting-candidates/test-prep.html?null=5006> and candidates who struggle are counseled by faculty familiar with the respective licensure area.

The student-teaching, dispositions and SEL rubrics are both administered at the conclusion of the student-teaching practicum. All three instruments are based on a four-point scale ranging from 1 (low) to 4 (high). All averages for all instruments were between 3 and 4, indicating that our candidates were meeting or exceeding teaching expectations for beginning educators, as well as conducting themselves in a manner consistent with professional educators. These results are consistent with completer satisfaction averages on surveys completed one and five years after graduation. On a four-point scale ranging from 1 (low) to 4 (high) completers had averages between 3 and 4 on measures of learner and Learning (3.33), Content Knowledge (3.37), Instructional Practice (3.22) and Professional Responsibility (3.58).

Alumnae evaluations are largely consistent with the principal evaluations; respective averages for the class of 2021 for principals and alumnae were Learner & Learning (2.80, 3.33), Content Knowledge (2.67, 3.37), Instructional Practice (2.75, 3.22), and Professional Responsibility (3.58, 3.58). Context regarding those classes is provided in the previous paragraph and may help explain these small but noticeable gaps. Graduates of these classes, based on their pandemic experiences, may have different perceptions than principals; graduates may perceive proficiency with technology as satisfying these requirements while principals may focus more on traditional learning and teaching.

Ability of completers to be hired in education positions for which they have been prepared

With regard to completer rates, we are generally satisfied with the rate of attrition and completion. The 3.0% attrition rate in 2021-2022 (66 enrolled, 2 withdrew), slightly higher than the prior years' 1.2%, indicates that attrition remains an exception rather than a rule. Almost all of our candidates complete the program in four years. It would be an exception should one not be able to do so.

In the area of state licensure, we have strongly emphasized the importance of getting the Indiana License even if the candidate does not intend to stay in Indiana. In most states, having obtained the Indiana license makes the process of obtaining licensure in those states easier. Licensure rates remained the same for 2022 graduates (75%) when compared to 2021 graduates, both of which exceed the class of 2020 (67%). While these numbers are encouraging, they do raise some concern when compared to the 2019 licensure rate (95%). Faculty continue to emphasize the value of obtaining Indiana licensure in terms of maximizing marketability.

Data on employment are current through 2022. The education full-time employment rate for the first year is 85%, higher than the college in general (67%); this trend continues at the five-year mark at 93.8% (general 87.7%). Completers employed full time or enrolled in graduate school remains consistent from 94.5% to 95% from the one-year mark to the five-year mark. Employment and continuing education trends are positive for St. Mary's education graduates. Maintaining and continuing that status will remain a priority for the education department.

Given the SES demographics of the College, we have a very low loan default rate of 1.1% as of 2019 (institution wide, data are not available just for education). These data are provided to the college and the next update is scheduled for fall 2023

VI. Appendices

Appendix A

SMC EDU Measurement of Graduates' Impact on P-12 Learning

Goal: Assess the impact of Saint Mary's College education graduates on P-12 learning in their current P-12 classrooms. Collect those data in a stratified manner so that the data reflect impact reflecting the following variables:

- K-6 and 5-12 levels
- Urban, Suburban and Rural settings
- Diversity in SES, racial, ethnic, and gender
- Public/Private settings

Purpose: to determine if Saint Mary's education department programming is effective in producing teachers capable of affecting positive change in student achievement in the current P-12 learning and teaching milieu.

Methodology: use of a pretest-posttest design to measure change (i.e., growth) in student achievement to measure the impact of instruction occurring between pretest and posttest.

Presumptions³:

1. Instruction and assessment would align to typical methodologies, procedures and curricula for the class being studied.
2. The class being studied would be relatively homogeneous in terms of age/grade level.
3. Assessments will be teacher-made to align with current instructional goals in place at the time of the study.
4. Instruction will be teacher/organization-designed to align with current instructional goals in place at the time of the study.
5. Instructional objectives, goals, methods, materials, and procedures will be documented for analysis.
6. Assessments will be objective (e.g., True/False, Multiple Choice, Fill-in the-Blank, Matching, etc.) or will use an assessment rubric for measures such as essays and other written/more subjective works.
7. Objective assessments will consist of a minimum of 5-10 items for grades K-6 and 10-15 items for grades 5-12². Rubrics will consist of a minimum of 5 criteria.⁴
8. To allow for comparison and assess change, Assessment One and Assessment Two will follow the same format as outlined in item 5 and consist of the same number of questions/criteria.⁵
9. At least half of the assessment questions will be above the knowledge level.
10. Achievement and changes (i.e., growth) will be measured and reported using percentages to allow for comparisons within and among groups, as well as aggregation.
11. The interval between Assessment One (pretest) and Assessment Two (posttest) will be a minimum of 24-48 hours.

12. To assist with the evaluation of teacher-created implemented assessments, EPP faculty will use the *Graduate Impact Study Rubric* (see below) and the results of its application to aid in interpreting the data collected.

³ Modifications of presumptions, policies and/or procedures may be required when studying specific populations such as exceptional learners or speakers of English as a new language.

⁴ Number of questions may vary to accommodate younger learners, those with special needs, English language learners, or for questions that are multifaceted and have requirements such as "show your work".

⁵ Exceptions will be made for comparison of project-based assignments with similar learning goals such as learning the lexicon of a discipline or for curriculum that is cumulative such as mathematics.

Appendix A: Graduate Impact Research Design

Graduate Impact Study Rubric (Completed by St. Mary's Education Faculty to Determine Research Quality)					
	Below Expectation (1)	Developing (2)	At Expectation (3)	Above Expectation (4)	Score*
Assessment items and instructions are clearly worded.	Assessment items and instructions lack clear wording.	Some Assessment items and instructions are clearly worded.	Assessment items and instructions are generally clearly worded.	All Assessment items and instructions are clearly worded.	
Assessments are developmentally appropriate in organization and format.	Assessments are clearly not appropriate for grade level.	Some elements of the assessments are grade appropriate, but it is inconsistent.	The assessments are generally grade appropriate in organization and format.	The assessments are clearly grade appropriate in organization, format and presentation.	
Assessments are scored according to answer keys.	Scoring does not follow the answer keys and/or is inaccurate.	Scoring is inconsistent and does not effectively relate to instruction.	Scoring is generally accurate and provides the basis instruction.	Scoring is clearly accurate and provides a clear basis for instruction.	
Instruction	Lesson objectives do not relate to assessments/instruction	Lesson objectives generally relate to assessments/instruction	Lesson objectives relate to assessments/instruction	Lesson objectives clearly relate to assessments/instruction	
Change (student growth)	No students demonstrated growth	A minority of students demonstrated growth	A majority of students demonstrated growth	Nearly all students demonstrated growth	
Question Level (for tests)	All questions are at the knowledge level	Some questions above the knowledge level	50% of questions are above the knowledge level	The majority of questions are above the knowledge level	
OR					

Appendix A: Graduate Impact Research Design

Graduate Impact Study Rubric (Completed by St. Mary's Education Faculty to Determine Research Quality)					
	Below Expectation (1)	Developing (2)	At Expectation (3)	Above Expectation (4)	Score*
Assignment Level (for all other types of assignments)	Assignment Only Requires Thinking at the Knowledge Level	Assignment Requires Some Thinking above the Knowledge Level	Assignment Cannot Be Completed Without Thinking above the Knowledge Level	Assignment Mostly Requires Thinking above the Knowledge Level	
Reviewer Name		Candidate Name		Total Score	
Comments:					
Scoring: *All scores should be 3 or higher for research to be judged acceptable. Extenuating circumstances will be considered for exceptions in scoring.					
Analysis: The change/student growth will be used to determined Saint Mary's Graduates' impact on P-12 learning and achievement. The remaining criteria will be used to inform modifications/additions to courses and/or programs.					

Appendix B

Formative Lesson Original and Revised Forms

[White-Candidate]

[Yellow-EPP Supervisor]

[Pink-Clinical Educator]

Saint Mary's College Teacher Education Program
FORMATIVE LESSON ASSESSMENT

Candidate		Candidate's ID#	Observation #
Clinical Educator	Clinical Supervisor	Grade/Subject	Observation Date

Metric

- Accomplished (4)** The candidate's performance provides **clear, consistent, & convincing evidence** demonstrating the competency or competencies. Candidate's practices demonstrate a preponderance of appropriate, relevant, accurate, and clear or detailed evidence
- Acceptable (3)** The candidate's performance provides **clear evidence** demonstrating the competency or competencies. Candidate's practices demonstrate a preponderance of appropriate, relevant, or accurate evidence.
- Developing (2)** The candidate's performance provides **partial evidence** demonstrating the competency or competencies. Candidate's practices demonstrate a preponderance of minimal, limited, cursory, inconsistent, and/or ambiguous evidence.
- Unacceptable (1)** The candidate's performance demonstrates **little or no evidence** demonstrating the competency or competencies. Candidate's practices demonstrate a preponderance of inappropriate, irrelevant, inaccurate, or missing evidence.

+

INSTRUCTIONAL PLANNING		4	3	2	1	COMMENTS
1	Lesson plans include objectives with evidence-based developmentally appropriate learning outcomes that will engage all learners and are aligned to standards.					
2	Lesson plans stem from assessment data and include appropriate formative and/or summative assessments that are clearly related to the objectives of the lesson.					
3	Lesson plans include supports for academic language learning.					
4	Development of materials is appropriate to the lesson.					
INSTRUCTIONAL TECHNIQUES		4	3	2	1	COMMENTS
5	Communicates objectives and implements planned procedures for instruction (introduction, transitions, closure).					
6	Demonstrates mastery of the subject matter. Instruction is culturally responsive with appropriate expectations.					
7	Uses appropriate, differentiated, and tiered strategies that stimulate student critical thinking.					
8	Uses technology appropriately to enhance the learning experience.					
9	Provides support for and models appropriate academic language.					
10	Assessment strategies are incorporated to provide meaningful feedback.					
MANAGEMENT DURING THE LESSON		4	3	2	1	COMMENTS
11	Makes effective use of time allocated for lesson.					
12	Manages learner behavior. Provides a safe, healthy, supportive, culturally responsive and inclusive learning environment. Applies rules appropriately.					
13	Communicates clearly and effectively with acceptable grammar and pronunciation. Provides clear directions (oral and written).					
14	Demonstrates a professional demeanor and appearance.					
POST CONFERENCE		4	3	2	1	COMMENTS
15	Is able to reflect on teaching making evidence-based connections between planning, teaching, and assessment of outcomes.					
16	Is professionally receptive to feedback from observers.					
OBSERVER					DATE	

7/15/2018

Saint Mary's College Teacher Education Program
FORMATIVE LESSON ASSESSMENT

Candidate		Candidate's ID#	Observation #
Clinical Educator	Clinical Supervisor	Grade/Subject	Observation Date

Metric

- Accomplished (4)** The candidate's performance provides **clear, consistent, & convincing evidence** demonstrating the competency or competencies. Candidate's practices demonstrate a preponderance of appropriate, relevant, accurate, and clear or detailed evidence.
- Acceptable (3)** The candidate's performance provides **clear evidence** demonstrating the competency or competencies. Candidate's practices demonstrate a preponderance of appropriate, relevant, or accurate evidence.
- Developing (2)** The candidate's performance provides **partial evidence** demonstrating the competency or competencies. Candidate's practices demonstrate a preponderance of minimal, limited, cursory, inconsistent, and/or ambiguous evidence.
- Unacceptable (1)** The candidate's performance demonstrates **little or no evidence** demonstrating the competency or competencies. Candidate's practices demonstrate a preponderance of inappropriate, irrelevant, inaccurate, or missing evidence.

	INSTRUCTIONAL PLANNING	4	3	2	1	COMMENTS	
1	Lesson plans have objectives aligned with standards.						
2	Lesson is designed to engage all learners in a way that is culturally responsive.						
3	Lesson plans stem from assessment data.						
4	Lesson plans include appropriate formative/summative assessments that are clearly related to the lesson objectives.						
5	Lesson plans facilitate the learning and use of academic language (vocabulary, reasoning, etc.)						
6	Material development is grade level/lesson appropriate.						
	INSTRUCTIONAL TECHNIQUES	4	3	2	1	COMMENTS	
7	Communicates objectives clearly.						
8	Implements planned procedures for instruction (including introduction, transitions, closure).						
9	Lesson was reviewed with clinical educator before being taught.						
10	Demonstrates fluency in subject area.						
11	Demonstrates flexibility and cultural responsiveness in instruction.						
12	Instruction encourages active student participation.						
13	Uses differentiated and tiered strategies that stimulate student critical thinking.						
14	Uses technology appropriately to enhance the learning experience.						
15	Monitors student learning through assessment strategies and provides meaningful feedback.						
	MANAGEMENT DURING THE LESSON	4	3	2	1	COMMENTS	
16	Demonstrates effective pacing of lesson.						
17	Manages learner behavior. Applies rules appropriately.						
18	Promotes a safe, healthy, supportive, culturally responsive and inclusive learning environment.						
19	Communicates clearly and effectively (oral and written).						
20	Demonstrates a professional demeanor.						
	POST CONFERENCE	4	3	2	1		COMMENTS
21	Is able to be reflective of own teaching practice.						
22	Demonstrates a professional appearance.						
23	Is professionally receptive to feedback from observers.						
	OBSERVER					DATE	

2/16/2022

Appendix C

Partners in Education Professional Development Workshop Documents

CAEP 2022 Standards for Initial Licensure: R1.4 Professional Responsibility

The EPP (Education Program Provider) ensures that candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, acting ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10), to work effectively with diverse P-12 students and their families.

Key Concepts:

Professional standards of practice, relevant laws, and policies and codes and ethics.

Engagement in ongoing professional learning and using evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community).

Guiding Questions:

How does the EPP know candidates can apply the InTASC standards relating to professional learning and ethical practice?

How does the EPP ensure candidates have knowledge of professional standards of practice, relevant laws, and policies and codes of ethics?

How does the evidence demonstrate increasing complexity in candidate understanding and application of professional responsibility aligned with the InTASC Learning Progression for Teachers?

InTASC Standard Progression:

Progression for Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.

SMC EDU Fall 2022 Partners in Education: CAEP Initial Standards for Teacher Professional Development

NCSS Initial Teacher Example

Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

Element 5a: Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.

Element 5b: Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.

Element 5c: Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.

NCTE Initial Teacher Example

Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

Element 1: Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

Element 2: Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

Partners in Education Fall 2022

Field/Practicum Professional Development

Our accreditors want our candidates to be engaged in Professional Development during their Education Program.

CAEP K-6 *Standard 5: Developing as a Professional* is provided as an example.

Discussion Questions:

1. What are the opportunities that are present during field placements and/or practica?
2. What are opportunities that are available that our candidates may be missing out on? How can this be addressed?
3. Are there barriers to professional development that Saint Mary's can address and/or address with collaboration?
4. How can Saint Mary's facilitate our candidates getting more professional opportunities and/or assist our candidates in making the most of those opportunities?
5. Are there ways to make engagement more systematic so that all candidates have the same or similar opportunities?

October 10, [2022](#)

Page 1 of 1