

CAEP IMPACT MEASURE #2: Indicators of teaching effectiveness (Component 4.2)

The CAEP/NCATE approved programs are the Utah state-specific and Hawaii state-specific programs that are currently in teach-out. Details regarding the teach-out and the number of candidates in the program(s) during the reporting period are listed below to inform the review of the data measures presented for CAEP Impact Measure #2.

UTAH:

The Utah state specific programs ceased the enrollment of new students in January of 2018 (initial teacher preparation and administration) and January 2019 (school counseling). During the 19/20 school year (September 1, 2019- August 31, 2020), the program had 26 program completers in the Master of Science in Counseling/School Counseling Program and zero (0) program completers in the initial teacher preparation programs. During the reporting period, University of Phoenix had one (1) active candidate in an initial teacher preparation program. Active candidates are defined as students who have posted attendance over the last 365 days who have not yet graduated during the reporting time frame.

HAWAII:

The Hawaii state specific programs ceased the enrollment of new students in April of 2018. During the 19/20 school year (September 1, 2019- August 31, 2020), the program had ten (10) completers in the initial teacher preparation programs. During the reporting period, University of Phoenix had six (6) active candidates in initial teacher preparation programs. Active candidates are defined as students who have posted attendance over the last 365 days who have not yet graduated during the reporting time frame.

ARTIFACT #1: Completer Mini-Case-Study (in development)

Data for CAEP Measures 1&2 are currently under development.

University of Phoenix has reached out to program completers of the Hawaii and Utah specific education programs over the last four (4) years.

First stage of outreach:

Objectives:

1. Ascertain where completers are employed; and
2. Request completers respond to questions related to their self-perceptions of their skills as an educator/counselor and their program effectiveness.

Second stage of outreach:

Objectives:

1. Reach out to completers' employers (identified during the first stage of outreach).
2. Request feedback from employers on the completers' effectiveness.

We are currently gathering employer data for our alumni and as of 4/19/21 have collected data for nine (9) initial teacher preparation candidates and 15 graduates of the Masters in School Counseling program. Parallel to the employer outreach, candidates in the initial teacher preparation programs will be contacted to request their participation in a mini-case-study. Given how close we are to the end of the 20-21 school year, alumni responses are expected by mid-October 2021 and data for the measures are expected to become available to the public by November 1, 2021.

If responses to the mini-case study are received for at least five (5) alumni prior to this date, the data will be made available to the public sooner.

Highlights of the alumni case study solicitation are listed below:

Alumni Case-Study:

University of Phoenix (UOPX) College of Education (COE) is conducting a mini-case study/survey of all its graduates over the last four years. You have two options:

OPTION 1: MINI-CASE STUDY: You will be asked to administer a pre-assessment, instruct a lesson, and administer a post-assessment. The data you will be asked to report will be aggregate scores of your students' performance on the pre-assessment and post-assessment. You will not be required to submit the assessments, nor any student-specific information.

OR:

OPTION 2: SURVEY OF STUDENT ASSESSMENT RESULTS: In lieu of providing a mini-case study, please provide your classroom level non-protected student assessment results year over year to determine student growth in your classroom.

This mini-case study/survey was initiated to meet reporting requirements for the Council for Accreditation of Educator Preparation (CAEP).

OPTION 1: Mini-Case Study

1. Impact on P-12 Student Learning and Development: (CAEP standard 4.1)

Please administer a pre-assessment to a group of students, conduct a lesson, then administer a post-assessment. Please answer general questions related to this instructional cycle.

- *Pre-Assessment:*
 - o How many students did you pre-assess? _____
 - o How many of your students achieved an 80% proficiency level on the pre-assessment? _____
- Instruction
 - o What was the discipline/subject area of your lesson? _____
 - o What was the grade level of the students you instructed? _____
- Post-Assessment:
 - o How many students did you administer the post-assessment to? _____
 - o How many of your students achieved an 80% proficiency level on the post-assessment?

Comments: (optional)

OPTION 2: SURVEY OF STUDENT ASSESSMENT RESULTS

Please describe your classroom level non-protected student assessment results year over year to determine student growth in your classroom.

Please specify:

Grade Level: _____

Content Area: _____

Number of students assessed: _____

Pertinent Student Growth Data (please include all applicable measures and any necessary details to help the reader interpret the data)

Comments: (optional)

ARTIFACT #2: Program Completer Survey – Perceptions of Teaching Effectiveness

University of Phoenix reached out to 183 program completers from the CAEP/NCATE approved Hawaii state-specific programs and Utah state-specific programs. This “n” represents the number of program completers for both the Hawaii state-specific program and Utah state-specific program over the last four (4) years. As of 4/19/21, nine (9) alumni have completed the CAEP alumni survey. This represents a 5% response rate. In this survey, candidates responded to questions related to their self-perceptions of their own skills as an educator/school counselor and the effectiveness of their program. The response related to completers’ perceptions of their professional knowledge, skills, and dispositions as an educator/school counselor is listed below:

Q4 Please self-reflect and self-assess your professional knowledge, skills, and dispositions as an educator/school counselor.

(1) Unsatisfactory	%	(2) Basic	%	(3) Proficient	%	(4) Distinguished	%	Total
0	0%	1	11%	4	44%	4	44%	9

88% of completers rated their professional knowledge, skills, and dispositions as an educator/school counselor as proficient or higher.

ARTIFACT #3: Clinical Practice Evaluations

Candidates are formally evaluated on their teaching effectiveness during their culminating clinical practice placement (student teaching). University of Phoenix recently implemented a new student teaching evaluation tool known as the Candidate Preservice Assessment of Student Teaching (CPAST) Form. The CPAST scores provide a direct measure of candidates’ teaching effectiveness during their internship, the culminating activity in their program. Summary scores of candidates’ during their Fall 2020 student teaching placement are included below.

CPAST Form Elements	% of MAED/TED-S students who obtained Meets or Exceeds Expectations (count=289)	% of MAED/TED-E students who obtained Meets or Exceeds Expectations (count=421)	% of MAED/SPE students who obtained Meets or Exceeds Expectations (count=185)	% of BSED/E students who obtained Meets or Exceeds Expectations (count=431)
A. Focus for Learning: Standards and Objectives /Targets	94.0%	96.3%	98.4%	94.06%
B. Materials and Resources	96.9%	97.4%	98.4%	97.25%
C. Assessment of P-12 Learning	89.2%	92.7%	94.2%	89.06%
D. Differentiated Methods	91.2%	93.1%	95.2%	91.79%

CPAST Form Elements	% of MAED/TED-S students who obtained Meets or Exceeds Expectations (count=289)	% of MAED/TED-E students who obtained Meets or Exceeds Expectations (count=421)	% of MAED/SPE students who obtained Meets or Exceeds Expectations (count=185)	% of BSED/E students who obtained Meets or Exceeds Expectations (count=431)
E. Learning Target and Directions	95.6%	98.4%	96.8%	94.30%
F. Critical Thinking	89.8%	89.4%	91.0%	89.72%
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	89.2%	94.3%	95.2%	92.91%
H. Digital Tools and Resources	97.9%	98.1%	95.2%	96.10%
I. Safe and Respectful Learning Environment	97.3%	97.0%	98.4%	93.57%
J. Data-Guided Instruction	90.9%	88.9%	94.70%	89.06%
K. Feedback to Learners	94.0%	94.9%	96.20%	94.49%
L. Assessment Techniques	92.3%	93.8%	94.10%	89.97%
M. Connections to Research and Theory	87.1%	85.80%	89.9%	85.58%
N. Participates in Research and/or Evidence-based Professional Development (PD)	93.9%	94.60%	92.00%	93.40%
O. Demonstrates Effective Communication with Parents or Legal Guardians	89.2%	90.50%	89.20%	86.20%
P. Demonstrates Punctuality	99.3%	96.70%	98.90%	97.70%
Q. Meets Deadlines and Obligations	96.9%	95.30%	97.30%	95.80%
R. Preparation	98.0%	97.40%	98.40%	96.60%
S. Collaboration	98.0%	98.10%	98.40%	97.0%
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	95.3%	96.00%	96.80%	95.4%

CPAST Form Elements	% of MAED/TED-S students who obtained Meets or Exceeds Expectations (count=289)	% of MAED/TED-E students who obtained Meets or Exceeds Expectations (count=421)	% of MAED/SPE students who obtained Meets or Exceeds Expectations (count=185)	% of BSED/E students who obtained Meets or Exceeds Expectations (count=431)
U. Responds Positively to Feedback and Constructive Criticism	99.0%	97.20%	98.90%	96.60%