

## Indicators of Teaching Effectiveness

Indicator of Teaching Effectiveness by completers is assessed via observation by district administrators. Trained district administrators evaluate educators' proficiency based upon performance criteria aligned with the state's professional educators' evaluation model. District procedures include evaluative measures to document teachers' proficiency and professional growth needs. This information from the employer survey collected by the partner administrator without identification by licensure area from 10 alumni in 2014-15, 10 alumni in 2015-2016, and 9 alumni in 2016-2017.

CAEP	InTASC	SCSU Department of Teacher Education Employer Survey		Period	Strongly Agree	Agree	Disagree	Strongly Disagree
		2014-2015, n = 10	2015-2016, n = 10					
4.2		1) Demonstrate enthusiasm for the discipline		2014-2015	90 %	10%		
				2015-2016	90%	10%		
				2016-2017	100%			
4.2		2) Demonstrate enthusiasm for the students		2014-2015	100%			
				2015-2016	100%			
				2016-2017	100%			
9		3) Invest time resources adapting materials, services, or information to meet individual student needs		2014-2015	100%			
				2015-2016	100%			
				2016-2017	100%			
9		4) Responsive to family needs		2014-2015	100%			
				2015-2016	100%			
				2016-2017	100%			
1.4, 4.2	7	5) Use knowledge of students and their backgrounds in planning		2014-2015	100%			
				2015-2016	100%			
				2016-2017	100%			
		6) Relate information/instruction/services to students' out-of- school experiences		2014-2015	100%			
				2015-2016	80%	20%		
				2016-2017	89%	11%		
4.2	10	7) Reach out to parents/guardians and encourages collaboration & shared support of students		2014-2015	100%			
				2015-2016	100%			
				2016-2017	100%			
4.2	5	8) Create a learning or school environment that encourages exploration, asking questions & learning from experiences		2014-2015	80%	20%		
				2015-2016	80%	20%		
				2016-2017	89%	11%		
4.2	1	9) Nurture & challenge each student		2014-2015	90%	10%		
				2015-2016	90%	10%		
				2016-2017	100%			

	9	10) Demonstrate positive professional-student interactions	2014-2015	80%	20%		
			2015-2016	80%	20%		
			2016-2017	100%			
	4	11) Use correct language and terminology of the discipline	2014-2015	90%	10%		
			2015-2016	90%	10%		
			2016-2017	100%			
	5	12) Employ discipline-specific procedures and skills	2014-2015	90%	10%		
			2015-2016	90%	10%		
			2016-2017	89%	11%		
1.4, 4.2	7	13) Demonstrate careful planning & organization to connect content/information with student needs	2014-2015	100%			
			2015-2016	100%			
			2016-2017	100%			
		14) Demonstrate openness to constructive criticism during instruction	2014-2015	100%			
			2015-2016	100%			
			2016-2017	100%			
1.4, 4.2	7	15) Formulate questions to elicit levels of students' understandings and to explore their experiences	2014-2015	100%			
			2015-2016	100%			
			2016-2017	100%			
4.2	6	16) Use information gained from assessment to inform initial instruction/interventions	2014-2015	100%			
			2015-2016	100%			
			2016-2017	100%			
1.4, 4.2	6	17) Use information gained from ongoing assessment to inform revisions in instruction/interventions	2014-2015	90%	10%		
			2015-2016	90%	10%		
			2016-2017	78%	22%		
4.2	8	18) Use instructional/intervention approaches based on current research in the field	2014-2015	90%	10%		
			2015-2016	90%	10%		
			2016-2017	89%	11%		

1.4, 4.2	6	19) Demonstrate appropriate assessment approaches that are aligned with instruction/interventions	2014-2015	100%			
			2015-2016	100%			
			2016-2017	89%	11%		
4.2	8	20) Demonstrate evidence-based instructional/intervention approaches	2014-2015	100%			
			2015-2016	100%			
			2016-2017	100%			
4.2	8	21) Integrate the use of technology to enhance student learning, behavior change and inclusion	2014-2015	80%	20%		
			2015-2016	80%	20%		
			2016-2017	100%			
	3	22) Promote positive student-student interactions	2014-2015	80%	20%		
			2015-2016	80%	20%		
			2016-2017	100%			
	3	23) Promote positive professional-student interactions	2014-2015	90%	10%		
			2015-2016	90%	10%		
			2016-2017	100%			
4.2	1	24) Design discipline-specific tasks that support student learning, behavior change and inclusion	2014-2015	100%			
			2015-2016	100%			
			2016-2017	100%			
4.2	3	25) Contribute to the building of a democratic classroom or school community that fosters respect for all students	2014-2015	100%			
			2015-2016	100%			
			2016-2017	100%			
	3	26) Promote the appreciation of diversity among students	2014-2015	100%			
			2015-2016	100%			
			2016-2017	100%			
	3	27) Promote tolerance for all learners	2014-2015	100%			
			2015-2016	100%			
			2016-2017	100%			
	2	28) Support cross-cultural awareness and respect in students' development of skills and behaviors	2014-2015	100%			
			2015-2016	100%			

			2016-2017	100%			
2	29) Value diversity of students		2014-2015	100%			
			2015-2016	100%			
			2016-2017	100%			
10	30) Value diversity of families		2014-2015	100%			
			2015-2016	100%			
			2016-2017	100%			
3	31) Promote social justice		2014-2015	100%			
			2015-2016	100%			
			2016-2017	100%			
3	32) Encourage democratic decision-making		2014-2015	100%			
			2015-2016	100%			
			2016-2017	100%			