

4.2.2 Teaching Effectiveness: Completer Data

The Department of Education at Franklin College collected a purposive sampling of program completers' "Teaching Effectiveness Evaluations" to examine completer teaching effectiveness from each of the three most recent cycles (2018-19, 2017-18, and 2016-17). All participants voluntarily submitted their principal's evaluations of their teaching performance and all are employed in a public elementary school setting in Indiana.

Description and Analysis of Data Sets

[See Table on p. 2.]

Completer A (2018-19 graduate) is currently teaching fourth grade at a partner school corporation. Her overall score on the principal evaluation was Effective with a 3.1 average. Her observation was completed during the fall semester of her first year of teaching. No areas of improvement were indicated by the principal (evaluator).

Completer B (2017-2018 graduate) is currently teaching fifth grade at a partner school corporation. Her overall score on the principal evaluation was Effective. Her observation was completed in fall of her second year of teaching. She had one score of highly effective and zero areas of needed improvement.

Completer C (2016-2017 graduate) is currently teaching kindergarten. Her overall score on the principal evaluation was Effective. Her observation was completed in spring of 2019. No areas of improvement were indicated by the principal (evaluator).

Interpretation of Data

Upon examination of the data provided by the principals in aggregate, the average combined score of the completers was 3.2 which demonstrates target-level effectiveness across the data set. This data suggests that Franklin College completers in this case study demonstrate effective teaching skills as determined by their respective principals.

The Department of Education at Franklin College faculty reviewed the results of this case study and concluded that the findings could be attributed to the Department's emphasis on lesson planning and the implementation/application of that planning across seven clinical experiences at the K-6 grade levels. In those clinical settings, candidates teach seven lessons prior to student teaching. At each of these lessons, they are co-observed by a college supervisor and cooperating teacher. These observations provide candidates the opportunity to learn from expert feedback as well as self-reflection. During the final clinical experience, student teaching, candidates teach a minimum of 12 lessons, four of which are co-observed and followed with expert feedback and self-reflection exercises. These clinical experiences and college supervisor/cooperating teacher observations are designed to provide candidates with feedback similar to the principal evaluations that take place on-the-job.

Completer	Completion Year	School Corporation	2.1 Develop Student Understanding and Mastery of Lesson Objectives	2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	2.3 Engage Students in Academic Content	2.4 Check for Understanding	2.5 Modify Instruction as Needed	2.7 Maximize Instructional Time	2.9 Set High Expectations for Academic Success
A	2019	[name redacted] Community School Corporation	Effective	Effective	Effective	Effective	Effective	Highly Effective	Effective
B *Categories provided by school corporation interpreted to match the wording of the other provided evaluations	2018	[name redacted] Community School Corporation	Effective	Effective	Highly Effective	Effective	N/A	Effective	Effective
C	2017	[name redacted] School Corporation	Effective	Effective	Effective	Effective	Effective	Effective	Effective