

# AQ-School of Education

## 2024 CAEP Accountability Measures Report

Faculty and staff within the Aquinas College School of Education (AQ SOE) regularly examine and use the key measures listed below to confirm candidate readiness, to identify potential program weaknesses, and to support continuous program improvement.

- MDE Educator Effectiveness Ratings
- AQ SOE Advisory Council Feedback
- MDE Year-Out Survey of Novice Teachers
- Danielson Framework for Evaluation Observation Ratings
- Michigan Teacher Test for Certification (MTTC) results
- MDE Student Teaching Exit Surveys – Cooperating Teachers
- MDE Student Teaching Exit Surveys – Field Supervisors
- AQ SOE Completer Employment Data and MDE Job Placement (CEPI-REP) data

Key measures are related to student learning outcomes, teacher candidate success, program completer effectiveness, and graduate and employer satisfaction. Some of these metrics come from internal, institutional measures while others come from validated data supplied by the Michigan Department of Education (MDE).

This annual Accountability Measures Summary Report is organized according to the following Impact and Outcome Measures. Supporting data with narrative explanations includes, but is not limited to, the data listed under each of the four measures in the table below.

<b>Accountability Measures (2022-2023 Academic Year)</b>	
<p><b>1. Completer effectiveness and impact on P-12 learning and development (R4.1)</b>  <i>a. MDE Educator Effectiveness Ratings</i>  <i>b. AQ SOE Advisory Council Feedback</i></p> <p><b>2. Satisfaction of employers and stakeholder involvement (R4.2, R5.3, RA4.1)</b>  <i>c. MDE Year-Out Survey Results</i>  <i>d. AQ SOE Advisory Council Feedback</i></p>	<p><b>3. Candidate competency at completion (R3.3)</b>  <i>e. Danielson Framework for Evaluation observation ratings</i>  <i>f. Michigan Teacher Test for Certification (MTTC)</i></p> <p><b>4. Ability of completers to be hired (in positions for which they have been prepared)</b>  <i>g. AQ Completer Employment Data</i></p>

**1. Completer effectiveness and impact on P-12 learning and development (R4.1)**

Since the Michigan Department of Education (MDE) does not release student growth data to EPP’s, the AQ SOE continues to seek effective measures to demonstrate our completers’ impact on student growth and learning. The data points below were used to monitor and evaluate this impact component for those who completed our program in Spring 2023: *MDE Educator Effectiveness Ratings; and Advisory Council Feedback.*

**a) MDE Educator Effectiveness Ratings**

This evidence, used to support that our completers apply their knowledge, skills, and dispositions as **effective educators**, comes from the Educator Effectiveness ratings data from the Michigan Department of Education (MDE).

Educator Effectiveness ratings are collected by the Michigan Department of Education (MDE) annually and are based on year-end teacher evaluations completed by the building principal or employment supervisor. This reporting is required of all public schools and is voluntary for non-public schools. Teachers are given a rating of Highly Effective, Effective, Minimally Effective, or Ineffective which is based on one of five evaluation systems that are on the MDE approved list.

The most recent MDE Educator Effectiveness data, rating program completers from fall 2017 through spring 2023, indicates that the number of recent SOE graduates are rated as “Effective” or “Highly Effective” by their employers has remained above 95%. (A significant increase in the number of ratings for 2020-21 reflects an increasingly strong response rate to this relatively new reporting system.)

**Educator Effectiveness Ratings - AQ Completers**

TOTAL: ELEM & SEC	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Highly Effective	2	6	11	9	17
Effective	24	43	75	33	29
Minimally Effective	1	2	2	0	2
Ineffective	0	0	1	0	0
Emergency Order Waiver	0	2	0	0	0
Not Applicable per MCL 380.1249	1	0	1	0	0
	28	53	88	42	48
<b>Effective/Highly Effective</b>	<b>93%</b>	<b>92%</b>	<b>98%</b>	<b>100%</b>	<b>96%</b>

## **b) Advisory Council Feedback**

In addition to direct communication with individuals for specific placements, AQ SOE invites Principals, CTs, District Administrators and other stakeholders to an Advisory Meeting twice a year. These meetings include a presentation from AQ SOE faculty with students and/or graduates on a topic in education, opportunities to discuss any updates on the AQ Education Programs, and feedback from our community partners related to the preparation of our graduates and needs in the field. A survey is also sent to Advisory Meeting attendees and other stakeholders as part of our efforts to identify areas of strength and areas for growth as well as the impact of our completers on P-12 learning and development.

Fall 2023 respondents were asked to what extent they believed AQ Interns were prepared to enter the teaching profession. On a scale of 1-5 with 5 being To a Great Extent and 1 being Not At All, the average from all respondents was **4.1**, average from Admin/Principals only was 4.3 and the average from Teacher/Mentors only was 4.

Respondents were asked how likely they would be to hire a recent Aquinas College graduate for an open teaching position in their building/district. On a scale of 1-5 with 5 being Very Likely and 1 being Not Very Likely, **57%** selected 5 (Very Likely) and **43%** selected 4.

Additionally, respondents were asked to rate a series of skills. 67% of respondents responded that AQ Teacher candidates are prepared to *a great extent* to establish an environment that supports learning.

## **2. Satisfaction of employers and stakeholder involvement (R4.2, R5.3, R4.1)**

### **c) MDE Year-Out**

Each year in April and May, the MDE invites recent program completers to provide feedback on their professional preparation through a Year-Out Survey. Findings from the most recent MDE Year-Out Survey (2022-2023) indicate areas of strength and key areas for program improvement as noted below.

#### **AREAS OF STRENGTH**

My college/university prepared me to... (Efficacy of 100%; **Agree or Strongly Agree**)

- Provide opportunities for resume building.
- Practice the ethical use of technology
- support all students in making connections to prior knowledge and experiences
- implement multiple strategies to present key content area(s) concepts
- design or select assessment tools to provide evidence of student learning

- Teaching methods coursework, pre-student teaching clinical experiences, and student teaching all had a significant (positive) impact on their first year of teaching.

#### AREAS FOR IMPROVEMENT

My college/university prepared me to... (Efficacy 50%; **Somewhat Disagree**)

- Communicate effectively with families/caregivers to promote individual student growth.
- Adapt instructional strategies and resources to support English language learners.
- Adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans.
- Maximize student engagement by adapting to behavior situations that arise unexpectedly.
- Participation in professional organizations and events.

Results from the [2022-2023 MDE Year Out Survey](#) reveal continued low ratings by our recent graduates with regard to “professional organizations and events” and “networking with potential employers.” Since we traditionally earned positive ratings on these items, we continue to wonder if this is reflective of the limitations put on programming due to the COVID-19 pandemic. Having acknowledged this, however, Faculty Advisors have worked with the Education Club to ensure that our students and student teaching interns are given ample opportunities to network and participate in professional development organizations and volunteer in the community, for example the Early Career Teacher Panel held in Spring 2024 which was moderated by the student leaders of the Education Club.

Two current student teachers and two recent AQ Graduates came to speak to current SOE students about what to expect in student teaching and discuss their preparation for being classroom teachers. Panelists shared some ways Aquinas has been helpful have included areas like classroom management and dissecting standards [[See full minutes from the panel here](#)]. Some potential areas for growth in the program included providing more opportunities for whole group instruction practice and a bit more with current math methods such as Number Talks.

The current professor of the Math Methods courses is retiring Spring 2024. A new professor has been hired in the Math Department to take on these courses. SOE will work with the new hire to incorporate this feedback into our math instruction preparation.

The other four areas for growth were addressed as we redesigned our programs to fit the new certification bands in Michigan and our college-wide shift from 3 credit courses to 4 credit courses. Updated and new courses which incorporate this content include: *Engaging Diverse Learners* and *Inclusion and Co-Teaching* as well as *Learners & Learning in the 21st Century (PK-6 and 5-12)* and *Assessment of Student Learning*. Following the retirement of a few long-term SOE

faculty, we were strategic in hiring and brought on two new faculty members, one with particular expertise related to English Language Learners and one with particular expertise related to students with disabilities. Additionally, our newly designed methods courses include more experiences and instruction related to behavior management.

It should also be noted that only 19% (8) of Aquinas completers returned the Year Out Survey in Spring 2023. Preparing our teacher candidates for the expectations and impact of completing this type of state level data in the future has been identified as a potential program goal.

**d) Advisory Council Feedback**

Aquinas College SOE Advisory Council Feedback offers another perspective on the perceived effectiveness of recent program completers. Respondents were asked to what extent they believed AQ Interns were prepared to enter the teaching profession. On a scale of 1-5 with 5 being To a Great Extent and 1 being Not At All, the average from all respondents was **4.1** and the average from only Admin/Principals was 4.3.

Respondents were asked how likely they would be to hire a recent Aquinas College graduate for an open teaching position in their building/district. On a scale of 1-5 with 5 being Very Likely and 1 being Not Very Likely, **57%** selected 5 (Very Likely) and **43%** selected 4.

An additional set of measures we use to evaluate the satisfaction of employers and stakeholders is the Administrator Survey data provided by MDE. At the time of this report, we only have information from 2021-2022 available. We will be reviewing the 2022-2023 data during the summer of 2024 as we further prepare for our CAEP site-visit in October.

**3. Candidate competency at program completion (R3.3, RA3.4)**

**e) Danielson Framework for Evaluation Observation Ratings**

**Student Teacher Final Evaluations from Cooperating Teachers & Field Supervisors**

<b>SP22-SP23 (n=153)</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>No Opportunity</b>
Domain 1a. Demonstrating Knowledge of Content and Pedagogy	26.8%	47.7%	25.5%	0.0%	0.0%
Domain 1b. Demonstrating Knowledge of Students	38.6%	37.9%	23.5%	0.0%	0.0%
Domain 1c. Setting Instructional Outcomes	20.9%	47.1%	32.0%	0.0%	0.0%

Domain 1d. Demonstrating Knowledge of Resources	26.8%	42.5%	30.7%	0.0%	0.0%
Domain 1e. Designing Coherent Instruction	32.7%	43.1%	23.5%	0.0%	0.70%
Domain 1f. Designing Student Assessments	13.7%	40.5%	26.8%	0.0%	19.0%
Domain 2a. Environment of Respect and Rapport	40.5%	40.5%	19.0%	0.0%	0.0%
Domain 2b. Establishing a Culture for Learning	32.0%	46.4%	21.6%	0.0%	0.0%
Domain 2c. Managing Classroom Procedures	24.2%	47.7%	28.1%	0.0%	0.0%
Domain 2d. Managing Student Behavior	26.1%	41.2%	32.7%	0.0%	0.0%
Domain 2e. Organizing Physical Space	32.7%	36.6%	21.6%	0.0%	9.2%
Domain: 3a. Communicating with Students	36.6%	39.2%	24.2%	0.0%	0.0%
Domain: 3b Using Questioning and Discussion Techniques	25.5%	45.8%	28.1%	0.0%	0.7%
Domain: 3c. Engaging Students in Learning	32.7%	43.1%	24.2%	0.0%	0.0%
Domain: 3d. Using Assessment in Instruction	22.9%	35.9%	35.9%	0.0%	5.2%
Domain: 3e. Demonstrating Flexibility and Responsiveness	32.7%	41.2%	24.2%	0.0%	2.0%
Domain: 4a. Reflection on Teaching	39.9%	37.3%	21.6%	0.0%	1.3%
Domain: 4b. Maintaining Accurate Records	26.8%	39.2%	26.1%	0.70%	7.2%
Domain: 4c. Communicating with Families	26.1%	23.5%	26.8%	0.70%	22.9%
Domain: 4d. Participating in a Professional Community	34.0%	27.5%	24.2%	0.0%	14.4%
Domain: 4e. Growing and Developing Professionally	35.3%	38.6%	24.8%	0.0%	1.3%
Domain: 4f. Showing Professionalism	38.6%	38.6%	21.6%	0.70%	0.7%

During their first education class (EDUC-200), students are introduced to the Danielson Framework for Evaluation. These domains and components are reinforced throughout the program by faculty and field supervisors. The Danielson is utilized again in the student teaching internship.

As a general rule, we anticipate that AQ student candidates will score at the Basic (2) level and do not expect them to achieve Proficiency (3) or Mastery (4) as those latter two scores are reserved for veteran teachers. We advised classroom teachers (CTs) and field supervisors (FSs) to write in the comments section specific reasons why anything is scored above Basic (2). We expect that if a student teacher has earned Unsatisfactory (1) in any category, the CT and FS will have had a conversation about this student's performance before being evaluated.

Evaluations are collected from the Cooperating Teacher and Field Supervisor for each Intern during and following Student Teaching. Ratings are reviewed by department faculty using a rubric. The goal for Teacher Interns is to achieve a minimum of Basic in all categories.

Data reviewed included aggregate data for All Teacher Interns in semesters Spring 2022, Fall 2022 and Spring 2023 (n=153). Data was also reviewed as group data for all three semesters of Undergraduate Teacher Interns (n=82) and AME Teacher Interns (n=71). [[See AQSOE Danielson Data\\_StudentTeachers](#)]

There are 22 Danielson components in total. 80% or more of all Teacher Interns scored Basic or Above on 95.5% of the components and 90% or more scored Basic or Above on 86.4% of the components.

80% or more of Undergraduate Interns scored Basic or Above on 90.9% of the components and 90% or more scored Basic or Above on 77.3% of the components.

80% or more of AME Interns scored at Basic or Above on 100% of the components and 90% or more scored Basic or Above on 95.5% of the components.

The only areas where any Teacher Interns were rated Unsatisfactory were 4b (Maintaining Accurate Records), 4c (Communicating with Families), and 4f (Showing Professionalism). These consisted of 0.7% of all Teacher Interns each, 1.2% of Undergraduate Interns each, and 0% of AME Interns.

These areas of concern are consistent with previous results and additional data. As described previously, these concerns were intentionally addressed with our program redesign implemented in Fall 2023 and we hope to see positive results from these shifts in the next few cohorts of completers.

**f) Michigan Teacher Test for Certification (MTTC)**

As evidenced by the most recent 3-Year Michigan Teacher Test for Certification (MTTC) results, Aquinas College program completers meet licensing requirements at a high rate. 2019-2022

Initial/Cumulative MTTC Pass Rates for 2019-2022 (unsuppressed)	AQ		STATE		AQ Initial		STATEWIDE Initial		AQ Cumulative		STATEWIDE Cumulative	
	N	N	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
002 English	5	1,149	4	80.0	891	77.5	5	100.0	992	86.3		
004 Speech	3	55	2	66.7	50	90.9	2	66.7	51	92.7		
005 Reading	3	114	3	100.0	89	78.1	3	100.0	96	84.2		
008 Geography	1	5	0	0.0	--	--	0	0.0	--	--		
009 History	3	372	0	0.0	188	50.5	0	0.0	252	67.7		
017 Biology	4	251	3	75.0	176	70.1	4	100.0	205	81.7		
022 Mathematics (Sec)	13	624	11	84.6	488	78.2	12	92.3	534	85.6		
028 Spanish	6	248	5	83.3	213	85.9	6	100.0	223	89.9		
043 Health	2	162	2	100.0	150	92.6	2	100.0	157	96.9		
044 Physical Education	2	290	2	100.0	200	69.0	2	100.0	232	80.0		
058 Phys/Other Impairmt	1	8	1	100.0	--	--	1	100.0	--	--		
075 Bilingual Education	1	16	1	100.0	16	100.0	1	100.0	16	100.0		
084 Social Studies (Sec)	12	868	10	83.3	588	67.7	11	91.7	723	83.3		
086 ESL	70	850	68	97.1	766	90.1	69	98.6	786	92.5		
089 Mathematics (Elem)	10	489	9	90.0	402	82.2	10	100.0	421	86.1		
090 Language Arts (Elem)	6	800	6	100.0	607	75.9	6	100.0	651	81.4		
093 Integrated Sci (Elem)	3	341	2	66.7	266	78.0	3	100.0	284	83.3		
094 Integrated Sci (Sec)	9	436	6	66.7	258	59.2	9	100.0	327	75.0		
099 Music Education	3	496	3	100.0	450	90.7	3	100.0	483	97.4		
103 Elementary Education	76	5,420	65	85.5	3,799	70.1	72	94.7	4,520	83.4		
105 Social Studies (Elem)	4	204	1	25.0	134	65.7	2	50.0	149	73.0		
106 Early Child Ed (Gen & SPED)	11	741	8	72.7	495	66.8	8	72.7	559	75.4		
112 Health Ed	2	168	2	100.0	163	97.0	2	100.0	166	98.8		
113 Phys Ed	2	165	2	100.0	159	96.4	2	100.0	161	97.6		
114 Learning Disabilities	15	450	15	100.0	407	90.4	15	100.0	430	95.6		
All Tests (excluding PRE)	267	17,302	231	86.5	13,131	75.9	250	93.6	14,744	85.2		

Although test results for programs with fewer than 10 completers are suppressed in the above for data privacy protection, the AQ SOE has included the full MTTC test results above. Individual student test and sub-score results are reviewed with department and content area faculty annually. A review of unsuppressed test showed that Aquinas candidates match or exceed the statewide pass rate in most areas. As we review these data with content area departments, such as Speech and Social Studies, we will work toward understanding the shortfalls.



At the time of this report, this data is the most current we have available. We plan to review 2022-2023 data during the summer of 2024 as we further prepare for our CAEP site-visit in October.

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

**g) AQ Completer Employment Data**

	<b>Total Completers</b>	<b>CERTIFIED</b>	<b>CERTIFIED</b>	<b>EMPLOYED (Teaching)</b>	<b>EMPLOYED (Teaching)</b>
<b>2021 SP</b>	16	14	88%	12	75%
<b>2021 SU</b>	14	13	93%	13	93%
<b>2021 FA</b>	13	13	100%	12	92%
<b>2022 SP</b>	15	13	87%	10	67%
<b>2022 SU</b>	20	12	60%	17	85%
<b>2022 FA</b>	17	15	88%	14	82%
<b>2023 SP</b>	14	10	71%	7	50%
<b>2023 SU</b>	18	9	50%	8	44%
<b>Total</b>	<b>127</b>	<b>99</b>	<b>78%</b>	<b>93</b>	<b>73%</b>
<b>Percentage</b>		<b>78%</b>		<b>73%</b>	

The AQ SOE encourages program completers to submit updates using our online alumni form whenever they secure or change teaching positions. Additionally, the AQ SOE actively searches for current information on graduates by reaching out through Facebook, LinkedIn, and communications with AQ faculty.

Review of employment data has revealed that, though we have multiple avenues for collecting this information, we have work to do to minimize the gaps. Complete data tables for employment consist of three categories: yes (employed as teacher); no (not employed as teacher); unknown (do not have current employment information). For Spring 2021 to Summer 2023, the average percentage of Unknown was 17% with a range of 0% (Fall 2021) to 44% (Summer 2023). We are currently in discussions with our Admissions and Alumni Relations to explore additional possibilities of improving the quality of our completer employment data.

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**Internal Evaluation of Data Control Systems**

During the 2022-2023 academic year, Sr. Justine Kane, our Literacy Programs Director, served as Interim Dean following the August retirement of Dr. Susan English, who was the Dean. Stacy Slomski, our Clinical Partnership Director also stepped into the role of Interim Associate Dean. SOE course offerings included those for students who would be certified under current licensure requirements as well as those needed for students who would become certified through the updated certification structure.

In addition to these shifts in department leadership, the retirements of two long-term SOE faculty, the ongoing redesign of academic programs to align with new certification requirements, the evaluation of every individual student's program to ensure that it equitably shifted the student into the 4-credit system being implemented at the college in Fall 2023, and consideration of the Block Model concept, the college transitioned to new leadership as Dr. Alicia Córdoba was inaugurated as ninth President of Aquinas College.

In Fall 2023, Aquinas College implemented the 4-credit model for all students and piloted the first semester of courses in the Block Model for first-year students. Sr. Justine Kane and Stacy Slomski transitioned from interim to actual Dean and Associate Dean of Education. SOE no longer accepted new students into closed programs but worked with enrolled students to complete coursework for majors that were in progress. We worked to close all programs via paperwork with the MDE.

During this past academic year, our department also dove into the process of self-study for the re-accreditation process. As illustrated in the narrative above, we have experienced quite a shift in staffing as well as infrastructure in both our department and the college as a whole. While we are excited for these changes, we have not yet had the opportunity to complete a full review of our data collection and reporting systems to evaluate how they align with and support our programmatic changes. For that reason, strengthening our data collection and reporting system and addressing deficiencies has not seen much growth over the past two academic years and continues to be an on-going priority for the department.