

# AQ-School of Education

## 2021 Annual Reporting Measures Summary Report

The AQ SOE tracks a variety of metrics related to student learning outcomes, teacher candidate success, program completer effectiveness, and graduate and employer satisfaction. As a department, we regularly examine and use the following key measures to confirm candidate readiness, to identify potential program weaknesses, and to support continuous program improvement:

- MDE Educator Effectiveness Ratings
- Michigan Teacher Test for Certification (MTTC) results
- MDE Student Teaching Exit Surveys – Teacher Candidates
- MDE Student Teaching Exit Surveys – Cooperating Teachers
- MDE Student Teaching Exit Surveys – Field Supervisors
- MDE Year-Out Survey of Novice Teachers
- Danielson Framework for Evaluation Observation Ratings

Additional information is gleaned from the annual Title II Program Completer Report, the AQ First Destination Survey report, and, this year, from teacher candidates' Assessment-Informed Instructional Design capstone projects.

This Annual Reporting Measures Summary Report is organized according to the CAEP Impact and Outcome Measures. Below, supporting data with narrative explanations includes, but is not limited to, the data listed under each of the eight measures in the table below.

Impact Measures (CAEP Standard 4)	Outcome Measures
<p><b>1. Impact on P-12 learning and development</b> (Component 4.1)  <i>Analysis of Assessment Informed Instructional Design Capstone Project</i></p>	<p><b>5. Graduation Rates</b> (initial level)  <i>AQ SOE Enrollment &amp; Graduation Data</i></p>
<p><b>2. Indicators of teaching effectiveness</b> (Component 4.2)  <i>MDE Educator Effectiveness Ratings</i></p>	<p><b>6. Ability of completers to meet licensing</b> (initial)  <i>Michigan Teacher Test for Certification (MTTC)</i></p>
<p><b>3. Satisfaction of employers and employment milestones</b> (Component 4.3)  <i>MDE Educator Effectiveness</i></p>	<p><b>7. Ability of completers to be hired in education positions for which they have been prepared</b> (initial)  <i>AQ STAY Program Data</i></p>
<p><b>4. Satisfaction of completers</b> (Component 4.4)  <i>MDE Year-Out Survey Results</i></p>	<p><b>8. Student loan default rates and other consumer information</b> (initial)  <i>AQ Institutional Research Data</i></p>

## **1. Impact on P-12 learning and development (Component 4.1)**

As the Michigan Department of Education (MDE) does not release student growth data to EPP's, the AQ SOE continues to seek effective CAEP Standard 4.1 measures to demonstrate our completers' impact on student growth and learning,

In 2017, a pilot case study was conducted with one of AQ's key partners, the Diocese of Grand Rapids Office of Catholic Schools. A list of recent AQ SOE graduates was compared to 2015-16 teachers at diocesan schools to identify any novice teachers who were program completers from AQ. Three novice teachers were identified who were teaching core subjects (Reading/ELA, Math, Science). Aggregated student standardized test results (NWEA) were compared between these novice teachers' students and the students of other teachers across the diocese who were teaching the same subjects/grade levels. As might be anticipated, the results were mixed with some novice teachers scoring higher and some lower than their veteran peers. Overall, however, this exercise demonstrated the potential to capture meaningful evidence of the impact our program completers have on P12 learning and development. Unfortunately, before another round of data could be collected, there was personnel turnover in the Office of Catholic Schools and a delay in the appointment and training of a replacement. Just when the new assistant superintendent was ready to re-launch this project, the COVID-19 pandemic hit, disrupting not only capacity to conduct the research but the administration of student standardized testing. The AQ SOE remains eager to gather and analyze these data results and is hopeful that the data may become available in summer 2021.

In the interim, as an alternative, the AQ SOE has conducted a thorough review of "Assessment-Informed Instructional Design" capstone projects completed during candidates' final internship placement over the past four semesters.

This capstone project applies an intentional, iterative approach to assessment and instruction, leading candidates to conduct micro-scale action research projects exploring the impact of instruction on student learning with the following outcomes:

- Teacher candidates will utilize assessment information, student performance, teaching performance reflections, and feedback to inform lesson planning and curricular instruction, and revise lesson plans.
- Teacher candidates will plan consecutive lessons that contain clear student objectives and purpose, assess student progress on targeted objectives, and provide responsive, effective instruction for the targeted area or grade level.

- Teacher candidates will analyze assessment information, student performance, and informal data in order to create a synthesized informative teaching reflection that examines how previous action and student performance informs future lesson planning.

The first step in the project is for the candidate, in consultation with his/her Cooperating Teacher (CT), to determine an instructional unit that will be taught within the first few weeks of the field placement. Under the supervision of the CT, the candidate then conducts a pre-assessment of student knowledge/ability (or examines existing assessment data), analyzes the assessment results, and identifies learning needs and potential strengths of the students. A target learning goal is set and the candidate then creates a unit plan to address the target student learning goal. This unit plan must include intermittent and follow-up assessments that will allow for data collection and comparison to pre-assessment results.

After review and feedback, the candidate teaches the planned lessons, taking anecdotal notes, and collecting student learning data for further analysis. A formal reflection narrative is drafted by the candidate, analyzing the impact of the lesson(s) on student learning and noting what went well and what could be revised in the future. This reflection paper serves as the foundation for a formal capstone report and an accompanying infographic display. The infographic summarizes pre/post assessment findings and summarizes the impact of instruction on student learning.

Findings from a thorough review of these capstone projects revealed strong evidence in almost every report that our teacher candidates have a positive impact on student learning.

Term	Teacher Candidate Internship Capstone Projects			Reading	Math	Content Area	Impact on Student Learning	
	ELEM	SEC	TOTAL				Clear Evidence	Unclear Evidence
19SP	7	8	15	4	6	5	13	2
19FA	9	1	10	6	4		10	
20SP	10	5	15	4	7	4	13	2*
20FA	6	5	11	2	5	4	11	

\* Two candidates in 20SP were unable to conduct their post-assessment due to COVID-19.

Below are links to sample capstone project summaries:

- [Capstone Sample #1 - ELEM Language Arts](#)
- [Capstone Sample #2 – ELEM Mathematics](#)
- [Capstone Sample #3 – ELEM Reading](#)
- [Capstone Sample #4 – SEC Psychology](#)
- [Capstone Sample #5 – SEC Music](#)
- [Capstone Sample #6 – ELEM Reading](#)
- [Capstone Sample #7 – SEC Mathematics](#)
- [Capstone Sample #8 – ELEM Mathematics](#)
- [Capstone Sample #9 – ELEM Mathematics](#)

Although this review of capstone projects affirmed our candidate’s impact on student learning, it also revealed a significant weakness with regard to data visualization. Many of the graphs and charts were difficult to decipher and failed to clearly convey their post-assessment findings. In response, data visualization training will be addressed more completely in our EN301 Assessment of Student Learning course, a required course of all initial certification candidates, with a follow-up presentation offered during candidate’s internship seminar.

## **2. Indicators of teaching effectiveness (Component 4.2)**

The data we examined in detail this year to provide the AQ SOE with evidence that our completers apply their knowledge, skills, and dispositions as *effective educators* is the Educator Effectiveness data from the Michigan Department of Education (MDE).

Educator Effectiveness ratings are collected by the Michigan Department of Education (MDE) 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. Effectiveness evaluation ratings are tracked and shared with Educator Preparation Providers on program completers over the first three years of employment following initial teacher certification. 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 2016 through spring 2020, indicates that over 97.3% of recent SOE graduates are rated as “Effective” or “Highly Effective” by their employers.

#### 2016-2020 Program Completers

<b>Highly Effective</b>	<b>6</b>	<b>8.1%</b>
<b>Effective</b>	<b>66</b>	<b>89.2%</b>
Minimally Effective	2	2.7%
Ineffective	0	0.0%

Data examined at the program level is consistent, finding 97.7% of Elementary novice teachers and 96.7% of Secondary novice teachers earning a rating of “Effective” or “Highly Effective” by their employers.

To better support recent graduates just entering the field of teaching, the SOE piloting an extension of our STAY program this year that makes available Field Supervisors from graduates’ student teaching semester to provide assistance and support during their first year in the field. Results from this pilot will be available next year. Although Field Supervisors were limited in their access to observe novice teachers due to COVID, support and mentoring was offered via phone and virtual meetings.

### **3. Satisfaction of employers and employment milestones (Component 4.3)**

Due to the COVID pandemic and the disruption to the college’s academic year and to our PK12 partners, the annual Principal Survey was not administered in 2020. As of this writing, the 2021 Principal Survey has not yet been administered. A new, MDE administered Principal Survey has been developed and will be administered in the coming year. We welcome the opportunity to have participated in this project.

We also anticipate being able to reestablish our Partner School Advisory Council in the coming year and eagerly await their feedback and input on our programs.

Anecdotal support for Employer Satisfaction is evidenced in the increased number of school district administrators who have referred potential initial certification candidates to us this past year and who send personalized notices seeking to recruit our recent graduates.

### **4. Satisfaction of completers (Component 4.4)**

#### MDE Year-Out Survey and Teacher Candidate Exit Survey

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 indicate areas of strength and key areas for program improvement as noted below.

#### AREAS OF STRENGTH (Year-Out Survey, 2018 & 2019)

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

- Develop meaningful learning experiences to help students apply content knowledge to real world problems.
- Use technology tools to organize the classroom, assess student learning and her or his teaching, and communicate.
- Apply modifications and accommodations based on Individualized Education Programs (IEPs).
- Adapt instructional strategies and resources to support students with varying learning abilities (e.g., special education students, gifted and talented students, and students with disabilities).
- Create a learning environment which engages students in both collaborative and self-directed ways.
- "The field experiences and clinical practice I had through my preparation program" had a significant (positive) impact on their first year of teaching. (100%)

#### AREAS FOR IMPROVEMENT (Year-Out Survey, 2018 & 2019)

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

- Adapt instructional strategies and resources to support **English language learners**.
- Apply modifications and accommodations based on legal requirements for supporting English language learners.

Feedback from the MDE Year-Out Survey is strongly correlated to Teacher Candidate and Cooperating Teacher MDE Exit Surveys in recent years. In response, three action steps have been taken:

1. The first and last gatekeeper courses (EN201 Introduction to Education and EN406 Student Teaching Seminar) include guest speakers and course activities focused on meeting the needs of English Learners.
2. Our Unit and Lesson Plan templates require documentation of how diverse learner needs will be addressed.
3. EN443 Literacy for Diverse Learners will become a required "core" course of all initial teacher certification candidates.

Feedback from MDE Exit Surveys and Year-Out Surveys have led to the following curricular changes and program improvements in recent years:

- Non-certification major/minor options for Early Childhood Education (ECE) and English as a Second Language were added.

- Literacy courses and the Language Arts major/minor were updated to better align content, to scaffold clinical experiences, and to ensure that current best practices were addressed.
- The Learning Disabilities major was modified to better address MDE standards and to reduce the number of required courses with low-enrollment.
- Elementary and Secondary education professional programs were established as catalog majors to better support tracking and advising of education students.
- A new one-credit course, EN 202 UbD Lesson & Unit Plan Design, was developed to be taken concurrent with EN 201 Intro to Education to better scaffold this important skill.
- New early childhood education courses were developed to better address MDE standards and to ensure timely program completion by working adult students (e.g.; EN 327 Assessment Technology in ECE, EN 329 Work Credit in ECE, and EN 492 Senior Capstone).

### 5. Graduation Rates (initial level)

Of the 35 teacher candidates who entered the program in 2015-16 by successfully completing EN201 Introduction to Education, 31 (89%) graduated with a bachelor’s degree within four years; the remaining 4 students (11%) did not finish or graduate from AQ. The majority of the 35 students who entered the program (28; 80%) persisted and successfully completed the teacher certification program within four years. The remaining students graduated in Child Life, Biology, and Business.

All of the students in the 2015-16 cohort self-identified as White; 81% were female and the remaining 19% were male. Current enrollment trends indicate that efforts to recruit more students of color into the education program may be proving successful as we have increased from 5% non-white students in 2013 to 17% non-white students in 2020. The program will maintain a continued focus on diversity recruitment and retention in the program over the coming year.

SOE Students	Non-White	White	Unknown
2013 Undergrads	5%	94%	1%
2020 Undergrads	17%	71%	12%

### 6. Ability of completers to meet licensing.

As evidenced by the most recent Title II Pass Rates Summary and Michigan Teacher Test for Certification results, Aquinas College program completers meet licensing requirements at a high rate. (Although test results for programs with fewer than 10 completers are suppressed in the table below, the program does receive and review detailed MTTC test results within the department and with content area faculty from other departments on campus.)

## 2021 Title II Program Report - Pass Rates Summary

	Number Taking Tests	Number Passing Tests	Pass Rate* %
All program completers, 2019-20	34	31	91
All program completers, 2018-19	28	26	93
All program completers, 2017-18	32	23	72

*\*This pass rate includes the highly contested Professional Readiness Exam/Basic Skills (Reading, Writing, Mathematics) tests which are no longer required and administered by the state.*

MTTC Results 2017-2020	Aquinas	Statewide	AQ Initial		Statewide Initial		AQ Cumulative		Statewide Cumulative	
	N	N	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
002 English	12	738	10	83.3	623	84.4	10	83.3	683	92.5
004 Speech	3	47	--	--	46	97.9	--	--	46	97.9
005 Reading	2	80	--	--	73	91.3	--	--	76	95
009 History	5	317	--	--	152	47.9	--	--	208	65.6
010 Political Science	1	31	--	--	13	41.9	--	--	17	54.8
017 Biology	3	181	--	--	135	74.6	--	--	156	86.2
018 Chemistry	2	108	--	--	71	65.7	--	--	86	79.6
022 Mathematics (Sec)	7	384	--	--	336	87.5	--	--	364	94.8
028 Spanish	5	197	--	--	176	89.3	--	--	182	92.4
044 Physical Education	1	208	--	--	163	78.4	--	--	191	91.8
058 Phys/Other Impairmt	4	8	--	--	--	--	--	--	--	--
063 Learning Disabilities	15	313	11	73.3	284	90.7	12	80	297	94.9
075 Bilingual Education	3	8	--	--	--	--	--	--	--	--
084 Social Studies (Sec)	7	510	--	--	365	71.6	--	--	449	88
086 ESL	113	686	103	91.2	628	91.5	105	92.9	649	94.6
089 Mathematics (Elem)	4	439	--	--	378	86.1	--	--	403	91.8
090 Language Arts (Elem)	6	842	--	--	670	79.6	--	--	731	86.8
093 Integrated Sci (Elem)	1	328	--	--	247	75.3	--	--	281	85.7
094 Integrated Sci (Sec)	1	178	--	--	141	79.2	--	--	158	88.8
095 Visual Arts Ed.	1	157	--	--	135	86	--	--	151	96.2
099 Music Education	1	397	--	--	370	93.2	--	--	390	98.2
103 Elementary Education	47	3,559	43	91.5	2,795	78.5	46	97.9	3,207	90.1
106 Early Child Ed (Gen & SpEd)	14	726	11	78.6	512	70.5	12	85.7	602	82.9
114 Learning Disabilities	1	76	--	--	71	93.4	--	--	71	93.4
All Tests (excluding PRE)	259	12,601	222	85.7	10,160	80.6	234	90.3	11,331	89.9

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

The 2019 First Destinations Survey published by the AQ Career and Counseling Center, reports that over 96% of AQ graduates at the undergrad level have either found employment or chosen to continue their education within 6 months of graduation:

Total AQ Graduates	% Total	Primary Activity
215	81.5%	Employed Full-Time/Part-Time
33	12.5%	Graduate/Professional School
8	3.0%	Service/Volunteer Work
256/265 Total Responses (78.9% Knowledge Rate)		96.6% Placement Rate

The School of Education works hard to track its program completers, offering extended support in the field. Of the 26 initial certification program completers in 2018-19, we have record of 74% employed in the field. Of the 33 program completers in 2019-20, 94% are employed in the field; 10 are still awaiting certification. (Due to COVID-19, many certification exam test centers were closed making scheduling difficult.) In total, of the 192 program completers certified since fall 2015, 154 (80%) remain employed in teaching positions to the best of our knowledge.

## 8. Student loan default rates and other consumer information (initial)

OPE ID: 2239	FY2017	FY2016	FY2015
Default Rate	5.5	3.4	6.1
No. in Default	26	16	33
No. in Repay	467	463	537
Enrollment figures	2,081	2,148	2,419
Percentage Calculation	22.4	21.5	22.1

*The FY 2017 national cohort default rate is 9.7 percent.*

Additional consumer information can be found at the links below:

- [AQ Student Right-to-Know Information](#)
- [AQ Tuition and Costs](#)
- [TEACH Grant Program](#)
- [College Navigator \(AQ\)](#)

Strengthening our data collection and reporting system and addressing deficiencies is an on-going priority for the department. Examples of improved data systems in recent years includes:

- Improved data tracking of candidate disposition concerns through the use of Google Forms as a data collection and reporting system.
- Creation of a shared network drive folder for each education student that stores digital copies of student records so that SOE staff and faculty can more access program-related documents.
- Internal processes for tracking potential education students, applicants to gatekeeper courses, student GPA, Virtus training (a Diocesan requirement), background checks, and CPR/first-aid training.